

ontario prospects

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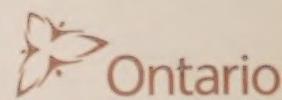
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Section 1 > who you are



High 5

1

keep on learning.

Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.

2

focus on the journey.

Recognize that your career journey will be lifelong. Appreciate each and every experience along the way.

3

follow your heart.

Pursue your passion to find fulfillment. Discover ways to match your interests with career opportunities.

4

team up with others.

Rely on the support of your family, your mentors, and your peers. Make your career success a team effort.

5

be open to change.

Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.

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This 15th edition of *Ontario Prospects* is produced by the Student Success/Learning to 18 branches of the Ministry of Education under the direction of Grant Clarke and Kirsten Parker.

This publication is dedicated to the students, educators, counsellors, and employers who inspire us all.

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section 1 > who you are

Wiikaa boonendam - never give up!

Aanii. I live in a town named Chapleau, in northern Ontario. My First Nation name is Ajidamoowaanowag, which means "squirrel tail." When I was given my name, I was like a little squirrel, flitting around everywhere. I'm still like that – it seems I can be everywhere at once!

At the age of six, my learning disability was diagnosed. I am dyslexic and so have struggled in school all my life. I have been called names, bullied, and spit on because I couldn't learn like everyone else.

In Grade 6, my principal, Mr. Levesque, introduced me to Dave Jones, who owns a company called Turtle Concepts, and I took a workshop that he and his group of turtles (mentors) were putting on. I learned in three days that it was okay to be me and that being different from other people doesn't matter.

When I was 11, I had a very bad snowmobile accident and slowly started losing my hearing. As well as not being able to read or write, soon I couldn't hear either. A doctor in North Bay did a few surgeries on me, and luckily I can now hear fairly well, but I miss some things that are said when a lot of other things are going on.

In Grade 8, I started getting into trouble, talking back to my parents and teachers, and hiding tests and report cards. I knew that if I didn't change, I would end up doing something really bad or find myself in jail. I asked my parents to send me away to school, one I thought was for just bad kids; that is what I thought I was. I attended Trillium School in Milton for two years and then returned to high school in Chapleau.

Learning is very important to me. I know now that I can go to college or university, and that I can become anything I want to be. I remember how happy my mom was the first time I came home and told her the different parts of a paragraph. This may sound silly, but when you can't read and you are 15, the feeling of accomplishment is as if you had just climbed Mount Everest. For a long time, each week I would want to be something different because I learned something new.

Now I am focused on becoming a police officer, and I want to work with youth. People need to know that kids like me are not a write-off, that we can learn, that we can be productive in our communities.

Travelling as a mentor with Turtle Concepts and working with kids from all walks of life, I realize that they feel they don't have anyone who will just listen. That is what we all have to start doing – listening. Youth today are the future, and it is we who can change things. A few years ago, at a workshop in a community in Sioux Lookout, I was partnered with a kid about my age, and we were doing an exercise to build confidence. I noticed that this boy had slash marks on his arms. I just couldn't understand. I know sometimes it seems like nothing can get better, but tomorrow is another day, and it is worth waking up to see it. Sometimes, though, kids don't know that, because no one has taken the time to really listen, to hear what we say and try to understand.

At this same workshop, I had a group of kids ask me how I could come in there and pretend to know them, talk to them, with my nice hair and my nice clothes. Well, I could because I used to be just like them: I couldn't read or write and I'm not afraid to say so.

"Learning is very important to me. I know now that I can go to college or university, and that I can become anything I want to be."



We all take steps backwards; we get lost. But we need to make sure we have friends who can help us. Going away to school and living away from home was hard, but I met some amazing people. I know that if I called them today, they would listen. I still work with Turtle Concepts

"Every now and then something comes up that can potentially create positive change in our Aboriginal communities; I believe Dave Jones and Turtle Concepts is that, a step towards positive change. Please look into it; it may be just the boost you're looking for." Susan Aglukark, Inuk singer/songwriter

and the other turtles. I am proud to stand up and say I am one of them. Youth today need a voice and a safe place to use it, where they will not be judged for their feelings or thoughts. *Wiikaa boonendam – never give up!*

Darrin White

Editor's note: Darrin has been invited to train this summer with the Royal Canadian Mounted Police in British Columbia.

I met Darrin White a few years back in Chapleau, and he still holds a big spot in the hearts of the people he met with Turtle Concepts, especially mine. He has a genuine interest in our message about feeling good about yourself, and his personal story is so empowering to those he meets. Darrin's learning exceptionality does not seem to stop him from succeeding. As a former teacher, I know that he is exactly what we want – someone to figure it out and someone to overcome challenges. Better yet, he shares his story publicly and walks his talk.

His kind nature and respectful ways are exactly what we are promoting. He leads by example and is able to stand up for what is right. Whereas many youth struggle to do the right thing, Darrin puts his confidence forward and makes healthy behaviour cool.

Turtle Concepts has featured Darrin in a huge banner that says "Confidence is okay!" and this banner appears at all of Turtle Concepts' major events worldwide. I am very proud of his commitment and his gifts, and of him as a person. He is a proud young Aboriginal man with a very bright future, and I will proudly say out loud that I know that young man and he makes a difference. Better yet, I guarantee that Darrin and Turtle Concepts will make you think!

Dave Jones, founder/owner, Turtle Concepts, www.turtleconcepts.com

more WAYS TO SUCCEED IN HIGH SCHOOL

Ontario's high schools are changing to engage you more in learning and better prepare you for graduation and beyond. To find out more, contact your guidance office and visit www.Ontario.ca/MoreStudentSuccess.

SPECIALIST HIGH SKILLS MAJOR

These programs let students focus on a career path that matches their skills and interests. Each major is a bundle of 8 to 10 classroom courses, workplace experiences, and sector certifications in a selected field. "The agriculture course opened a lot of doors for my future." *Adrien*, expanding his skills

EXPANDED CO-OP

High school students can apply two co-op credits towards their 18 compulsory graduation credit requirements. Credits earned in co-op can also be used to meet optional diploma requirements. "The classroom wasn't the best place for me to learn." *Parminder*, gaining work experience and credits

LIGHTHOUSE PROJECTS

These are innovative local programs that help students who need extra support and attention to stay in school. These projects help students accumulate credits and take programs linked to apprenticeship, college, and university programs. Lighthouse projects also encourage youth who have left school to return. "It changed my thinking. I work harder now, and I am passing everything." *Meaghan*, learning in her own way through flexible programming

NEW COURSES

Schools offer new technological education courses and have added new modules to existing technical courses. Students can also take advantage of over 50 online courses. "I need this credit to graduate this year [and] for university." *Genevieve*, taking an online course

STUDENT SUCCESS CULTURE

Training for principals and teachers is being implemented across the province. This includes new ideas and innovative approaches to helping students graduate from high school. It builds upon a culture of high expectations and individualized attention and caring. "It's like magic, what you can get the kids to do for themselves." *Deb*, giving her students confidence

DUAL CREDIT PROGRAM

Students can earn a number of credits by participating in apprenticeship training and postsecondary courses. Courses count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification. "I'm going to college and finishing high school at the same time." *Chris*, trying out college courses while still in high school

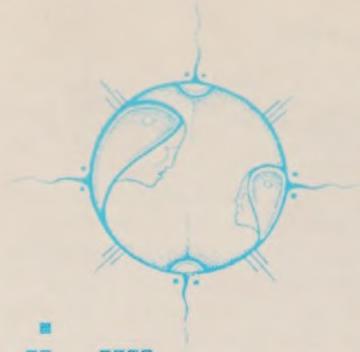
STUDENT SUCCESS TEAMS

Every high school student now has access to a dedicated team made up of a principal, student success teacher, special education teacher, and guidance counsellor. This team provides extra attention and support for individual students when needed. "Sometimes high school is too much to handle on your own." *Ashley*, getting the support she needs

GRADES 7, 8, 9 TRANSITION

The focus of Grades 7, 8, 9 Transition is to help students as they move from elementary school to secondary school. Orientation programs, strategies, and interventions are put in place to support the transition. "I had difficulty adjusting to high school." *Devan*, benefiting from one-on-one help

section 1 > who you are



A holistic approach

Kenjgewin Teg Educational Institute (KTEI) started out in 1994 and was regarded as an innovative community-based organization. Today, KTEI continues to deliver ground-breaking programming. Located on M'Chigeeng First Nation on beautiful Manitoulin Island, KTEI is an Anishnabe-controlled and -directed educational organization that has a comprehensive, holistic cultural approach to First Nations-based education training and services.



Two postsecondary courses that debuted this year are the Aboriginal Tourism Program and the Anishinaabemowin Immersion Program. Both are geared towards adult learners who need to stay in their home community because of family and work commitments.

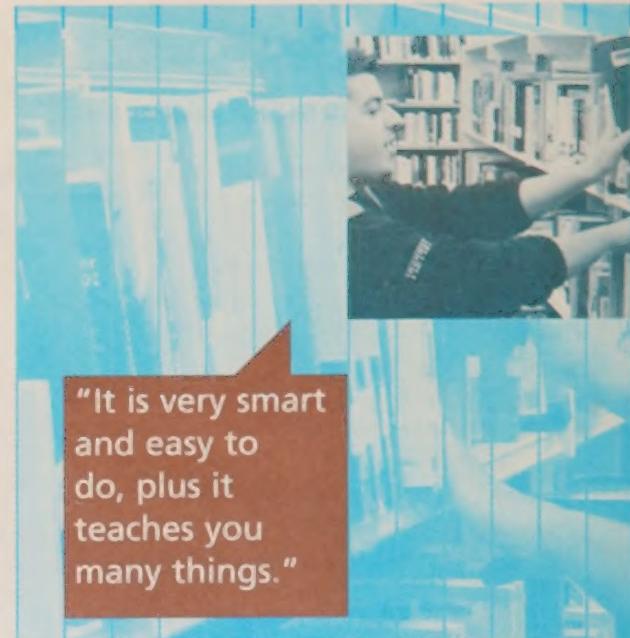
The Aboriginal Tourism Program is a joint venture between KTEI and Georgian College. This program is the first of its kind in the province of Ontario.

The Anishinaabemowin Immersion Program was developed by Sault College and is the only one of its kind in the Ontario college system. This program combines teacher-led instruction with online tutorials to teach the Ojibwa language. Student **Perry Bebamash** had already gone to school for electrical technology, but learning his language was something he'd always wanted to do and he thought that it would be an asset for working in his home community.

The Aboriginal Tourism Program offers a comprehensive mix of communications, technologies, and specific Aboriginal subjects, and combines classroom study with two cooperative education terms. This practical experience will allow student **Candace Kaiser** to study and then work where she lives.

KTEI delivers relevant college- and university-accredited programs, pre-employment training programs, employee training, and professional development workshops that can be tailored to meet community needs.

For more information, call KTEI at 705-377-4342 or check out the KTEI website at www.ktei.net.



COMMUNITY AND CO-OP

Andis Bala had no intention of returning to school in the few months ahead until he was approached to do a paid co-op. He had been out of the country and had returned only recently. Since he was older and most of his friends had graduated from high school, Andis decided to return to his part-time job so he could contribute financially to his family. How Andis acquired his job is an interesting part of this success story.

He had decided to do the community involvement required for graduation at the Windsor Public Library, translating for recent immigrants. He enjoyed his volunteer experience and impressed the staff with his kindness and patience. The library eventually offered him part-time employment. Andis took the job but shortly thereafter left Canada to go and help his family. The library gave this young man his job back when he returned a few months later.

Andis had completed the 18 compulsory credits and was short four electives. His part-time employment at the library will serve as a four-credit co-op toward the completion of his diploma requirements. Overseeing Andis's weekly 24-hour co-op at the library and helping this kind young man graduate is a pleasure.

I asked Andis how he thought the new Opportunity Diploma Program has helped students such as him. "The new Opportunity Diploma Program is one of the best and [most] efficient ways to give students the push or the chance that they missed during their years of high school."

I also asked him his opinion of cooperative education for high school students. "It is very smart and easy to do, plus it teaches you many things."

Paul Boots, continuous intake co-op teacher, Windsor-Essex Catholic District School Board

Section 2: what you need

ARE YOU READY FOR WORK?

WHAT NEW WORKERS NEED TO KNOW ABOUT JOB SAFETY...

WHAT IS THE OCCUPATIONAL HEALTH AND SAFETY ACT?

The Occupational Health and Safety Act (OHSA) is an Ontario law that sets out requirements for health and safety in the workplace.

The OHSA was made to keep workers from getting hurt or sick on the job. It tells you what your employer, your supervisor, you, and other workers have to do to make the job safe.

By law your employer and supervisor must make sure your workplace is safe, and you and other workers must follow all safety rules.

In many workplaces there will be a health and safety committee that meets regularly to deal with health and safety issues. It has members who are workers and some who are management.

IS YOUR JOB COVERED BY THE OHSA?

Almost all workers in Ontario are covered by the OHSA, but there are some exceptions. For example, if you work in your own home or as a nanny in someone else's home, you are not covered.

Workers in federal workplaces are covered under federal health and safety legislation.

If you aren't sure what law covers your job, you can call the Ministry of Labour to find out or check on the Web at www.WorkSmartOntario.gov.on.ca.

ASK ABOUT SAFETY RIGHT FROM THE START

WHAT TO ASK AT A JOB INTERVIEW

It's a good idea to ask questions about safety when you go for a job interview. It's hard to do when you're nervous, but you need to hear the answers to find out if the employer cares about your safety. Some questions to ask are:

- Will I get job safety training? When will I get it? (It has to be before you do the work.)
- Will I be working with any chemicals? If I'm working with any chemicals, will I get training before I start to use the chemicals?

- Is there any safety gear, like safety glasses, that I'll have to wear? Do I have to buy the gear or will you give it to me? Will I receive training so I know how to wear it properly and make sure it's in good condition?
- Will I be told about emergency procedures, what to do if I get hurt, etc.?

WHAT TO DO ON YOUR FIRST DAY OR WHEN ASSIGNED A NEW TASK

The most important thing is to ask questions. There is no such thing as a dumb question, especially when you're asking how to do a job that you've never done before. ASK until you're out of questions to make sure you are totally clear on the task that needs to be done and how to do it safely.

IF YOU DON'T THINK YOUR WORK IS SAFE

The OHSA says that if you see something at work that you don't think is safe, you must tell your supervisor. Do it right away.

If you have talked to your supervisor and still think something is unsafe, you may have certain rights under the OHSA to refuse to do that work until the issue has been dealt with.

The OHSA says your supervisor must try to resolve the problem before you start working again. In cases where the supervisor says it's safe and you still feel it is not, you may still have a right to refuse to work, and a Ministry of Labour inspector must be called to investigate and decide if it's safe for you to go back to work.

CAN YOU BE FIRED FOR REFUSING TO WORK OR ASKING ABOUT SAFETY?

It is against the law for your employer to punish or fire you for refusing work that you think is unsafe or for raising a concern about a safety issue.

If you feel you have been punished (e.g., sent home without pay, had your hours drastically cut or were fired), you can report it to the Ministry of Labour.

The Ministry will guide you either to your union (if there is one) or to the Ontario Labour Relations Board.

WHAT TO DO IF YOU ARE INJURED AT WORK

Get first aid right away and tell your supervisor too. Make sure someone tells your supervisor if you can't.

WHAT ARE THE MINIMUM AGES FOR WORKING IN ONTARIO?

You can't do some jobs in Ontario if you aren't old enough. There are minimum age rules for different kinds of workplaces.

14 years old

You must be 14 or older to work in offices, stores, arenas, or restaurant serving areas.

15 years old

You must be 15 or older to work in most factories, including restaurant kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses.

16 years old

You must be 16 or older to do construction work or work in a logging operation, in a mining plant, or at a surface mine (except at the working face, where you must be at least 18).

18 years old

You must be 18 or older to work in an underground mine or at the working face of a surface mine or to work doing window cleaning.

If you aren't sure about the minimum age for a workplace, you can call the Ministry of Labour at 1-800-268-8013 to find out.

Get medical help. Also, your employer may need to file a notice of the injury with the Workplace Safety & Insurance Board (WSIB) as soon as possible. You might be able to receive benefits from the WSIB for any time you miss from work because you got hurt.

TO LEARN MORE ABOUT THE RULES AT WORK

www.WorkSmartOntario.gov.on.ca
www.labour.gov.on.ca
www.wsib.on.ca

WHERE TO GET HELP

Look for the phone number for the Ministry of Labour office nearest to your workplace in the government listings in your telephone book or call 1-800-268-8013.

Call the WSIB at 1-800-387-0750 if you have questions about getting paid if you are hurt at work.

section 2 > what you need



ANNUAL CERTIFICATION DAY

Since 1994, École secondaire catholique Algonquin (ÉSCA) has been taking part in Take Our Kids to Work Day, which provides all Grade 9 students the opportunity to participate in a day of job shadowing in the workplace. On this day (November 7, 2007, this year), for the first time students in Grades 10 to 12 attended Certification Day, an activity linked directly to the world of employment.

"I am proud that ÉSCA offers all of its students the opportunity to take part in Certification Day, which will help our students in their search for future employment," says Grégoire Lefebvre, principal of ÉSCA. "I would like to thank Caroline Chartrand (in charge of cooperative education), Lise Paulin (in charge of the Ontario Youth Apprenticeship Program [OYAP] for the Conseil scolaire catholique Franco-Nord), and Chantal Piché-Rota (counsellor) for their initiative in the design and implementation of this large-scale project. Their involvement with the students is remarkable."

Certification Day is a supplemental program that enables students in Grades 10 to 12 to choose a workshop leading to industry-recognized training or a certification in their field of interest. Students receive a certificate that they can add to their employment portfolio, and they can include the training they receive in the list of skills in their résumé.

The ÉSCA students will obtain multiple certifications recognized by the industry while they are in school, as Certification Day will now be offered every year. At the end of their secondary school-level studies, students receive a transcript of all the types of certification they have completed, as well as of all the experiential learning at ÉSCA.

"This day enabled me to learn about aviation techniques at the Algonquin Flight School and helped me understand what they do in the control tower," explains Erik Stang, a 16-year-old student at ÉSCA.

"The certifications will help me in the workplace," adds 16-year-old Angel Cormier, another ÉSCA student.

The Certification Day would not be possible without the support of the Conseil scolaire catholique Franco-Nord, various community agencies, OYAP, Destination Success, Component 1, and the valuable contribution of the trainers.

How to “wow” employers and get the job you want!

Employer, you've got what it takes by using the Ontario Skills Passport (OSP)

<http://skills.edu.gov.on.ca>

The OSP can help you!

- > Learn about the Essential Skills and work habits that employers are looking for
- > Assess, practise, and build your Essential Skills and work habits
- > Prepare a great résumé, complete job application forms, and interview with confidence
- > Transfer your Essential Skills and work habits to a job or further education or training

Check off in the chart below the Essential Skills and work habits you demonstrate in each learning area. Use this information to plan further skills development, systems your résumé and prepare for a job interview. This OSP has great tools to help you!

Essential Skills

Level 1	Level 2	Level 3	Level 4	Level 5
<input type="checkbox"/> Working Safely	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety
<input type="checkbox"/> Writing				
<input type="checkbox"/> Document Use				
<input type="checkbox"/> Computer Use				
<input type="checkbox"/> Oral Communication				
<input type="checkbox"/> Numeracy				
<input type="checkbox"/> Money Math				
<input type="checkbox"/> Scheduling or Budgeting and Accounting				
<input type="checkbox"/> Measurement and Calculation				
<input type="checkbox"/> Data Analysis				
<input type="checkbox"/> Numerical Estimation				
<input type="checkbox"/> Thinking Skills				
<input type="checkbox"/> Job-Task Planning and Organizing				
<input type="checkbox"/> Decision Making				
<input type="checkbox"/> Problem Solving				
<input type="checkbox"/> Finding Information				

Work Habits

Level 1	Level 2	Level 3	Level 4	Level 5
<input type="checkbox"/> Working Safely	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety	<input type="checkbox"/> Safety
<input type="checkbox"/> Awareness				
<input type="checkbox"/> Reliability				
<input type="checkbox"/> Organization				
<input type="checkbox"/> Working Independently				
<input type="checkbox"/> Initiative				
<input type="checkbox"/> Self-direction				
<input type="checkbox"/> Customer Service				
<input type="checkbox"/> Entrepreneurship				

Note: There are no skill levels associated with work habits. Assessment is the OJP.

Visit the OSP website at <http://skills.edu.gov.on.ca> for descriptions of the Essential Skills and skill levels, as well as the work habits.

section 2 > what you need

Are you a team player?

WORKING WITH OTHERS IS IMPORTANT IN WORK, LEARNING, AND LIFE.
TAKE THIS QUIZ TO DISCOVER WHAT TEAM ROLE COMES MOST NATURALLY TO YOU.

1 > WHAT DO YOU DO IN YOUR FREE TIME?

- A. play music in a band
- B. earn extra money doing odd jobs
- C. invite friends over
- D. go mountain biking
- E. fix cars, radios, or anything that's broken

2 > WHAT KIND OF VOLUNTEER WORK WOULD MOST INTEREST YOU?

- A. visiting sick kids in hospital
- B. serving meals at a homeless shelter
- C. selling tickets for a fundraising gala
- D. raising awareness about a community issue
- E. walking dogs for your local SPCA

3 > WHAT DOES YOUR ROOM LOOK LIKE?

- A. organized chaos
- B. tidy and cozy
- C. I don't know. I'm rarely in there.
- D. posters on the wall and clothes more or less put away
- E. full of stuff, none of which is clutter

4 > WHAT WORD DESCRIBES YOU BEST?

- A. easy-going
- B. modest
- C. charismatic
- D. adventurous
- E. determined

TAKE A MOMENT TO ADD UP YOUR ANSWERS:

A's YOU ARE A FACILITATOR.

CAREER STRENGTH: identifying opportunities for both yourself and your employer
CAREER CHALLENGE: developing stress because of inability to say "no" to additional responsibilities

B's YOU ARE A MANAGER.

CAREER STRENGTH: improving yourself based on constructive criticism
CAREER CHALLENGE: marketing yourself to potential employers

C's YOU ARE AN AMBASSADOR.

CAREER STRENGTH: motivating yourself to achieve your goals
CAREER CHALLENGE: becoming bored when required to perform repetitive tasks

D's YOU ARE A SUPPORTER.

CAREER STRENGTH: managing multiple tasks simultaneously
CAREER CHALLENGE: setting goals to keep you focused and satisfied in your job

E's YOU ARE A SPECIALIST.

CAREER STRENGTH: working with little or no supervision
CAREER CHALLENGE: balancing work and life commitments

5 > WHAT DO YOU LIKE MOST ABOUT YOURSELF?

- A. ability to make friends with anyone
- B. perseverance
- C. positive attitude
- D. sense of humour
- E. independence

6 > WITH WHAT FAMOUS QUOTATION DO YOU MOST IDENTIFY?

- A. Be the change you wish to see in the world. (Gandhi)
- B. Hard work without talent is a shame, but talent without hard work is a tragedy. (Robert Half)
- C. Go big or go home. (Eliza Dushku)
- D. We cannot solve our problems with the same thinking we used when we created them. (Albert Einstein)
- E. Beware of the person who can't be bothered by details. (William Feather)

7 > YOUR WALLET IS GONE. WHAT DO YOU DO?

- A. double-check your pockets, bag, and jacket
- B. ask the people around you if they saw anything
- C. report the theft to security
- D. retrace your steps to where you last remember having it
- E. deactivate your credit cards and make a list of missing documents

8 > WHEN PREPARING FOR AN EXAM, YOU ...

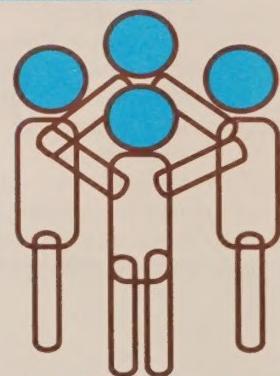
- A. flip through your notes and textbooks, taking note of concepts you need to revisit
- B. ask friends to join you for a study session
- C. talk to people who took the exam last semester
- D. organize your review around the course outline, spending time on each section
- E. create a detailed study schedule, complete with planned breaks

9 > YOUR DREAM IS TO ...

- A. speak three languages fluently
- B. build your own house
- C. be famous
- D. retire at the age of 50
- E. discover the cure for cancer

Adapted from *Canada Prospects 2007-2008*.

Teamwork is one of the work habits in the Ontario Skills Passport.



section 2 > what you need

career cruising

Have you logged in to your Career Cruising portfolio lately? Several additions and improvements have been made to the portfolio this year, particularly to the My Files section.

Each student who has a Career Cruising portfolio has 10 megabytes of space for uploading documents and pictures related to his or her career exploration process.

This year you will notice that you are also able to attach files to other sections of the portfolio. The Career Planning Activities, Extracurricular Activities, Awards & Certificates, Work Experience, and Volunteer Experience sections all have a new "Attach File" link that will allow you to upload any related items, such as pictures of the activity or experience, letters of reference, or a scanned copy of an award or a certificate. You will be able to view all files from the My Files section available on your portfolio home page. By adding a file to your portfolio, you are making it possible to access that file from anywhere with access to the Internet. Your teacher or counsellor will also be able to view these files through their advisor tools.

With all sections of the portfolio, you have the option to add and are encouraged to edit and update your uploaded files throughout the school year.

Career Cruising, which is available to all publicly funded Ontario schools, can be accessed at www.careercruising.com from your school or home computer, or from anywhere with Internet access. If you are not sure of your school's username and password, ask your guidance counsellor or contact us at support@careercruising.com.

>> CAREER MATCHMAKER

Matchmaker is an interest-based assessment that will match you up with career suggestions on the basis of your likes and dislikes. Below are some tips to help you get the most out of Matchmaker:

LOG IN TO YOUR CAREER CRUISING PORTFOLIO BEFORE YOU BEGIN MATCHMAKER

You can save your Matchmaker results to a portfolio and access them at any time. When you click the "Save to my Portfolio" button, you will be prompted to either log in to your existing portfolio or create a new portfolio. It is recommended that you log in to your portfolio before you begin Matchmaker. Once you are logged in, you will be able to click on "Save to my Portfolio" and not have to worry about running out of time or remembering your portfolio username and password. When you want to go back to your Matchmaker results in the future, all you will need to do is log in to your portfolio and click the "Assessment Results" button. To continue with Matchmaker, click the "Go to Career Matchmaker" button.

SAVE YOUR PORTFOLIO OFTEN

Once you have answered the first 39 questions of Matchmaker, your results page will appear. Click the "Save to my Portfolio" button.

ANSWER ADDITIONAL QUESTIONS

Matchmaker contains 116 questions. To get the most accurate results, it is best to answer all of them; click the "Answer more questions to improve my results" button. You can stop at any time by clicking the "View career suggestions so far" button. If you would like to continue, click the "Answer more questions to improve my results" button again. If you are finished, be sure to click on "Save to my Portfolio" before logging out.

EXPLORE YOUR RESULTS

Once you have answered all of the questions and saved your responses to your portfolio, explore your results by clicking on each career. When you click a career from your Matchmaker results, a page of the career profile called "Suitable for You" will appear. This page shows you why this career has been suggested. If you are wondering why a certain occupation has not been suggested, you can also view a "Suitable for You" page for this career by clicking the "See how other careers match up with my answers" button.

Career Matchmaker is available to all publicly funded schools in Ontario through Career Cruising. If you are not sure of your school's username and password, which you need to access Career Cruising, ask your guidance counsellor or contact us at support@careercruising.com.



CAREER ROADMAPPING

The average teenager has a slight knowledge of 50 occupations, a good knowledge of a dozen occupations (based on discussions with friends, neighbours, and relatives), and an excellent knowledge of about 5 or 6 occupations. The reality is that there are over 10,000 occupations out there, and that number is growing daily! Since you probably don't have the time to research all of them, the best way to decide which of the other 99 per cent of occupations might be worth exploring is to do a self-assessment. One's choice of occupation is based on a match of one's interests, skills, values, and personality. Interests are the best predictors of success in occupational choice. Self-assessments can help you to clarify and summarize your strongest interests.

The Internet offers a wide array of interest quizzes and tests. You have probably experienced some of these in your Grade 10 Career Studies course. The short, 50-item quizzes are good starting points and discussion tools but should not be used to make final choices. On the basis of your preferences for working with people, information, and things/tools, such tests, which are usually free, merely help you narrow down the list of occupations to research further.

The more in-depth assessments (with sometimes as many as 300 questions!) are based on valid theory and can provide you with a more detailed "career snapshot" of yourself. These more detailed career-interest assessments may have a processing fee and provide your test results immediately online. If you are considering using one of these tools, consult first with your school counsellor to assess the appropriateness of the test; the counsellor can also assist you with interpreting the test and doing follow-up research.

You are encouraged to try **Career Matchmaker**, the career assessment tool found in **Career Cruising**, a Ministry of Education-licensed Web-based tool that is free to all students. (See your counsellor to obtain your school's username and password.) You might also explore the listing of other self-assessment tools in the Student Portal on the website of the Ontario School Counsellors' Association (www.osca.ca).

Remember ... the best way to start your career journey is to use a career roadmap; self-assessments show you where you are and help you identify where you might want to go. Before you head out on the highway, you'll need to figure out which of the many opportunities available might be right for you and then gather information about a number of them. Once you've done that, you'll need to research how to get to those opportunities ... what courses you should take, what opportunities exist to "test drive" those occupations. There may be a number of ways of arriving at the same destination.

Chances are, the more you plan out your journey, the more likely you are to end up at a destination you'll find fulfilling and rewarding. Completing a career self-assessment can be a great way to start.

Marc Verhoeve, Executive Director, Ontario School Counsellors' Association

section 2 > what you need

In 2006, Kids Help Phone helped Canadian kids more than 1.5 million times on the phone and online. As Canada's only national, bilingual, toll-free, 24-hour, confidential and anonymous phone and counselling service, Kids Help Phone offers youth a safe place to turn to with any questions they might have. Whether kids are in a crisis situation or have everyday questions about growing up, Kids Help Phone is there for them.

Our professional counsellors help kids who call and post questions online make sense of what's going on in their lives and identify options for making positive changes. One caller said that her favourite thing about our service is "that you can say what you want ... without being judged. You can get advice that makes you feel like at least someone out there cares."

In partnership with the Ontario Ministry of Education, Kids Help Phone created a Bullying Prevention section at www.kidshelpphone.ca. This self-service information section is for kids who may be too shy initially to contact a counsellor. There are age-appropriate

tip sheets, bullying definitions, videos, and comics online, which educators can download to use as teaching aids. There is also a Letter Builder section, where kids can write and print a letter to a trusted adult about a bullying situation.

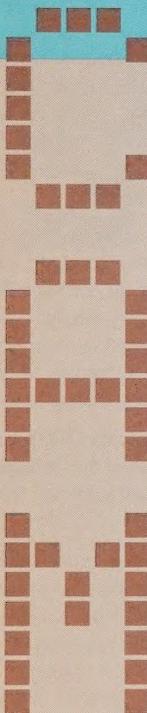
Spreading the word about Kids Help Phone and its services is essential to helping the organization succeed. Our Student Ambassador Program helps make this happen.

Student Ambassadors are high school youth volunteers who help raise awareness and funds for Kids Help Phone within their schools and communities. The program helps more than

3,000 Student Ambassadors across the country develop their leadership skills and confidence through training in team building, public speaking, and fundraising. Every year, these students help thousands of other children and youth become more familiar with Kids Help Phone. Sarah, a Kids Help Phone Student Ambassador, describes her experience: "I've been able to reach out to youth in the community and inform them that someone is always there ... It's also allowed me to gain confidence, meet wonderful people, and have a lot of fun!"

1 800 668 6868
Kids Help Phone
kidshelpphone.ca

To learn more about how to become a Student Ambassador and how to get involved in the Bell Walk for Kids Help Phone, visit our website at kidshelpphone.ca.



Centre for Addiction and Mental Health
Centre de toxicomanie et de santé mentale

Reading, writing, and arithmetic skills are the first three "Rs" being taught in school. But the fourth R skill now being taught is relationships. That is the idea behind the Fourth R program. It is dedicated to promoting healthy youth relationships and reducing risky behaviours such as substance abuse, dating violence, and unhealthy sexual behaviours. The Fourth R is being taught in all elementary and secondary schools in the Thames Valley District School Board, as well as in over 400 schools throughout Canada.

One of the Fourth R programs, the Aboriginal Peer Mentoring program, provides peer mentoring and peer support for Aboriginal students. It was designed to help students make the transition from Grade 8 to Grade 9. Grade 9 students in the class are paired with senior high school students to develop a mentorship that encourages communication, working together, and learning from each other, while fostering strong relationships.

"This class has great people. You make really good friends that hopefully last a long time. It has helped me get my schooling back on track," says Ashley Halfday, a senior

student and peer mentor who has really found success through this course. As a representative of the class, Ashley presented at the Aboriginal Grade 8 Transition Conference put on by the Fourth R and the Thames Valley District School Board.

This conference for Grade 8 students empowers them with information and the resources available to make a successful transition into Grade 9. The conference gives Grade 8 students the opportunity to meet other Aboriginal students and First Nations counsellors, as well as to become familiar with school and community resources, ways to get involved



Fiona Hurley, Centre for Addiction and Mental Health (CAMH) Centre for Prevention Science, The Fourth R, at 519-858-5144, or check out the website at www.thefourthr.ca.

"The panel [at the conference] helped answer some of my questions about entering high school ... I feel more comfortable and ready to start high school." *Grade 8 student, M.B. McEachren Public School*
For more information about the Fourth R program, contact



THE FOURTH R: TRANSITION TO HIGH SCHOOL

4R = READING SKILLS + WRITING SKILLS + ARITHMETIC SKILLS + RELATIONSHIPS

section 2 > what you need

WRK 4U2

GRADE 8s DISCOVER
THE WORLD OF WORK



It would have been amazing to have an aerial view of this event. Picture the scene! Almost 8,000 Grade 8 students interacting with secondary students and teachers, as well as community employers. The vibe was inspiring! On October 30 and 31, the Aberdeen Pavilion at Lansdowne Park in Ottawa was vibrating as the fourth annual WRK 4U2 (Work for You Too) event took place. Staff of the Ottawa Catholic School Board, the Ottawa-Carleton District School Board, the Passport to Prosperity program of the

Ottawa Centre for Research and Innovation, Algonquin College, and the Alliance of Sector Councils and Solutions: Success for Life facilitated this event.

Grade 8 is a pivotal year for providing information and creating awareness about the variety of academic pathways and career opportunities in our community. Therefore, Grade 8 students are bused from their schools to the Aberdeen Pavilion, where, over the course of two days, they view booths showcasing exciting secondary school programs. Adjacent to the

program booths are employers' kiosks relevant to the programs. Many of these employers are already partnered with the schools through cooperative education programs or other interesting initiatives.

WRK 4U2 focuses students on learning through experience. At each booth, students engage in a variety of activities, which range from animation, computer technology, construction, and automotive services to food preparation, retail services, tourism, and community services such as policing and paramedical

care. Over the years, students have had a chance to follow in the footsteps of working professionals as they style hair, change car tires, design go-karts, build sheds, operate small robotic devices, and so much more.

The WRK 4U2 experience provides Grade 8 students with valuable insights on secondary and postsecondary program options and how these translate to the world of work. WRK 4U2 is yet another step for our students on the pathway to their success.

Anita Deblier, Ottawa Catholic School Board, and Helena Daly, manager, Passport to Prosperity, Ottawa Centre for Research and Innovation



SKILLS CANADA-ONTARIO

Build,
Fix,
Design,
Create

Skills Canada-Ontario, a not-for-profit organization, inspires youth to consider a career in the skilled trades by providing the opportunity to try one.

Through its dynamic programs and promotion of careers in the skilled trades and technologies, the organization gives young people the tools they need to succeed. Skills Canada-Ontario is also ensuring, by equipping industry with the skilled employees it needs to succeed, that Ontario remains competitive in the global marketplace.

For over 19 years, Skills Canada-Ontario has cultivated student awareness and connected students with "real life" experiences that will enable them to succeed in the "real world." Each year, over 600,000 students participate in the informative programs the organization offers:

Ontario Technological Skills Competition – Our cornerstone event is a series of skill-testing contests designed for students from Grades 4 to 12, as well as college students and apprenticeship candidates. Each year over 1,300 young people from across Ontario compete for a gold medal in a 6-hour contest that tests both theoretical knowledge and hands-on abilities. Most gold medal winners advance to a national, 12-hour contest, leading to the possibility of competing in a 21-hour, four-day World Skills Competition. This annual event is held in Waterloo in the first week of May.

Cardboard Boat Races – It's amazing to witness a team of students build a boat with cardboard, glue, duct tape, and string, and then watch as they race their boats across the pool to the finish line. This program demonstrates the importance of studying science, math, and technology in a fun, practical, and interactive manner. A Cardboard Boat Race championship is held each February for the secondary school-level medalists from each of the host locations.

Cardboard Boat Race Video Challenge – This challenges high school students to act as television reporting crews to cover the Cardboard Boat Races. Industry professionals assess the students' video submissions.

"Skills Work!® What's Out There?" opportunities in the skilled trades and technologies in-school presentation program – For over nine years, the "What's Out There?" program has been introducing students to the diverse world of trades and technologies through an interactive and informative PowerPoint presentation delivered by knowledgeable liaison officers. This outreach program has an impact on the lives of over 120,000 students from Grades 7 to 12 every year. More than 900 schools in Ontario receive this presentation annually.

"Skills Work!® for Women" networking dinners – This award-winning program was designed to introduce young women in high school, who are interested in the skilled trades and technologies, to female mentors who are currently working or studying in a related career field. The young women leave the event feeling empowered and informed about a variety of career choices available to them, many of which are in non-traditional areas. This program is offered to Grades 9 to 12 students in various communities throughout Ontario.

FOR MORE INFORMATION ABOUT SKILLS CANADA-ONTARIO, CONTACT PROGRAM MANAGER LARA ROBERTS AT LARAR@SKILLSCANADA.COM OR VISIT THE WEBSITE AT WWW.SKILLSCANADA.COM.

Section 3

> where you can go

FINDING DIRECTION THROUGH CO-OP



- > Angela Taché **1**
- > Eric Griffi **2**
- > Josh Clements **3**
- > Sara Doeke **4**

When I was four years old, my parents told me we were moving from Toronto to the Niagara area. My first question was, "So, does that mean I can get my horse now?" I began to ride horses and eventually to volunteer with the Horse Alternative Therapeutic Services (HATS) Program. My love for horses made me want to explore working with them even more. In Grade 12 at Beamsville District Secondary School, I had the opportunity to take cooperative education. My placement is with John Hayes Stables in Beamsville, and my supervisor is Jennifer Sharp, a former cooperative education student with the District School Board of Niagara, who also has a passion for and a great deal of experience working with horses.

I thoroughly enjoy my work at the stables. Cleaning the stalls and feeding, grooming, and caring for the horses are my main duties. The stables has a swimming pool made specifically for horses. I help to lead them into and out of the heated pool, time their swim, and groom them afterwards. Working with race horses takes place in a fast-paced environment. We have to work as a team and need excellent communication skills to get the daily tasks completed.

I plan to continue working with horses after my placement and graduation from high school. I am considering taking a two-year equine massage therapy training program at the D'Arcy Lane Institute's School of Equine Massage Therapy in London, Ontario, or another equine program at the University of Guelph.

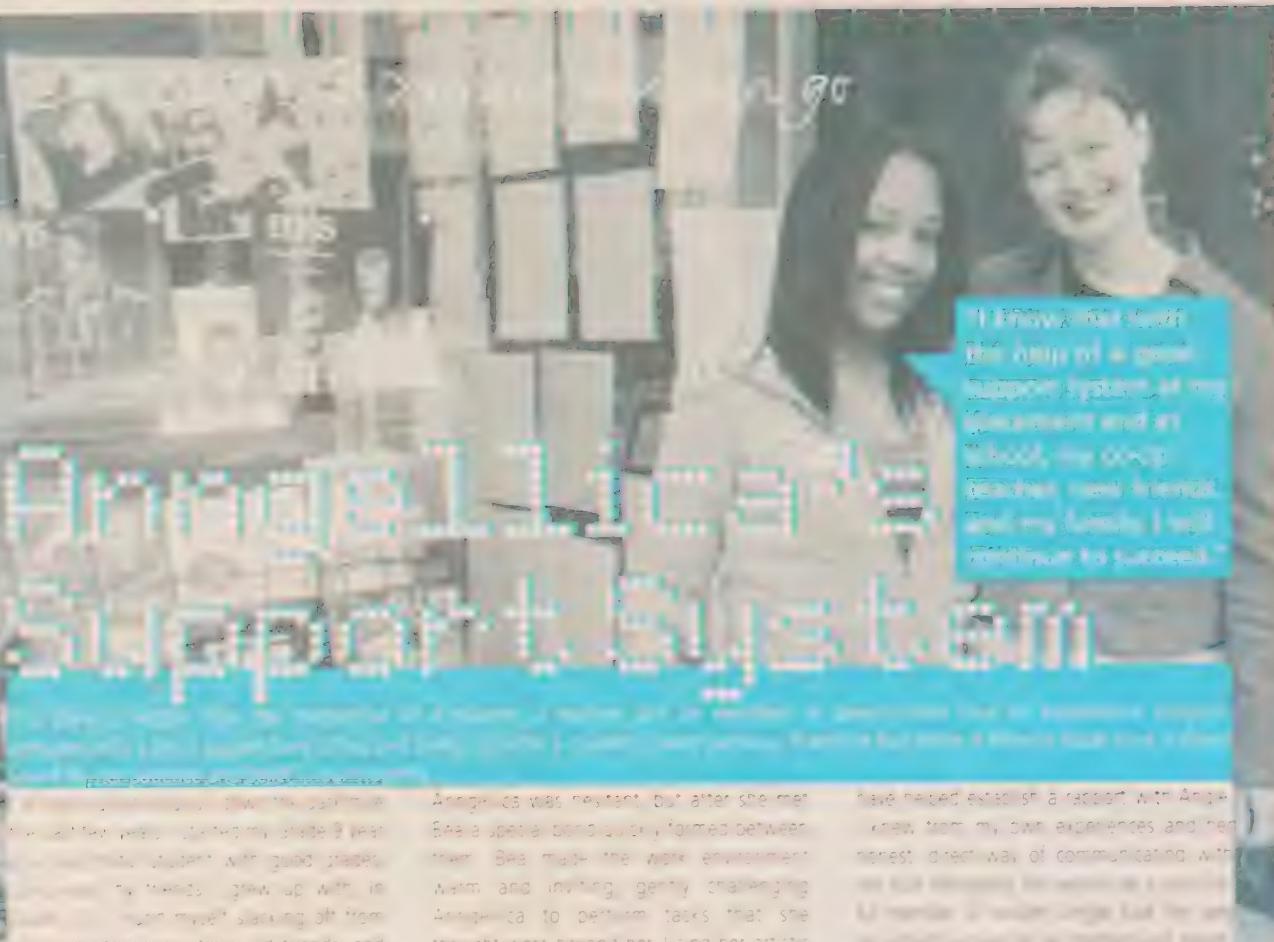
Angela Taché, Beamsville District Secondary School

Eric Griffi is a Grade 12 student from Fort Erie Secondary School who is working at Shoppers Drug Mart as a pharmacy assistant. He chose this particular placement because he wanted to find out whether this career field is the one he would like to go into and to get hands-on experience. His duties at his placement include helping to fill prescriptions, taking doctor and patient phone calls, cashing out clients, putting away stock, and creating prescription labels and hard copies. His co-op placement has been very interesting and has allowed him to gain experience in the field. Eric plans to major in science at university and then apply to a pharmacy or medically related program.

Josh Clements is a Grade 12 student from Beamsville District Secondary School who is doing a cooperative education placement this semester at the Tallman Funeral Home in Vineland. As part of the pre-placement orientation, Josh used Career Cruising to identify careers in which he might be interested. Funeral director was one of them, and he decided to pursue it. Josh performs many duties at his placement: he attends body removals and assists when needed, helps set up for visitations, sits in pre-arrangements, assists during embalming by passing instruments, cleans the funeral home, and acts as a pall bearer when needed. Josh likes working with people and making a difference in their lives. The experience he is getting is preparing him for his future. Josh plans to take the funeral director course at Humber College in September. One of the requirements of the program is that the applicant must have 40 hours of practical experience to be considered for the course. This co-op placement will definitely help Josh to meet the requirements.

Sara Doeke, a Grade 12 student at E.L. Crossley Secondary School in Fonthill, is currently participating in a cooperative education placement. She works as a chef with Wolfgang Stern at the Wildflower Restaurant and likes everything about her placement. Sara has learned a lot about the culinary industry and what it's like to work in a professional environment with co-workers and a supervisor. She has many duties, such as peeling and dicing vegetables, working with phyllo pastry, chopping herbs, and preparing garnishes for desserts. Sara plans to continue at the Wildflower Restaurant and pursue her goal of becoming a chef. She says, "I really enjoy co-op and recommend it for other students who want to become a chef or work in a trade. It is a great real-life experience and gave me an idea of what I wanted to do with myself."

Lorraine Beaudoin, Skills Development Counsellor, Cooperative and Career Education, District School Board of Niagara



A PROFESSIONAL ATTITUDE

As a cooperative education student this

It is important to note, however, that the results obtained by the different authors have been obtained under different conditions, and it is difficult to draw general conclusions from them.

Conducting background research is essential as it must support my story with a picture of the

The Tecumseh Tribune is published every two weeks. It is responsible for one or two stories in each edition. Adhering to the schedule requires hard work and dedication.

Being a successful journalist, you need a friendly and positive personality. Interviewing is the process of getting to know the person or event more clearly. Staying focused and trying to fully understand what people are saying are key to keeping an interview flowing well. This is especially important when I have to quote them.

Ashley Bensette



section 3 > where you can go

AGRICULTURE

ONLINE CO-OP

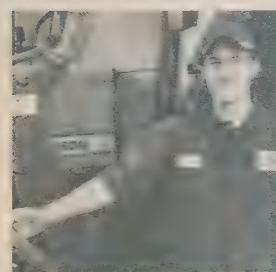
The Agricultural Online Cooperative Education Program is offered by the Avon Maitland District School Board's Distance Education Centre to help students earn a diploma and prepare for the transition to the workplace (in this case, the farm). Like any other cooperative education program, it consists of a classroom component and a placement component. The unique element of this program is that students do the classroom component online.

This semestered program is offered in partnership by the board and agribusiness across Huron and Perth counties. Semester 1 runs from September through January. Semester 2 runs from February to June. Students are enrolled in a three-credit co-op package that allows them to work the entire day in an agribusiness-related job or trade.

Coursework is delivered via the Internet. Students and teachers communicate by e-mail and the teacher visits students at their placements. Students take core cooperative education components and explore job-specific topics, such as waste management, pesticide control, farm safety, organic farming, and current events of interest in the agricultural community. Agricultural cooperative education provides an opportunity to Grade 11 or Grade 12 students interested in pursuing a career in agriculture or who simply want to experience an agriculture-related vocation.

Over the past three years, several students in the program have been enrolled in the Ontario Youth Apprenticeship Program (OYAP) as well and have continued on into their respective trades. Others have attended agricultural postsecondary schools to further their studies, and several students have returned to complete a second semester in the online program and earn three more credits.

Who can enrol in the program? Any student under the age of 21, who lives in Huron or Perth counties, has completed all (or most) of the compulsory credits for the Ontario Secondary School Diploma (OSSD), and has access to the Internet.



OYAP allows a student to train as an apprentice while enrolled in this program, which increases the opportunities for employment and postsecondary education. The following agricultural apprenticeships are available through this program:

Swine herdsperson

Dairy herdsperson

Horse groom

Fruit grower

Farm equipment technician

Horticultural technician

For further information, contact Doug Stewart, Online Co-op teacher, at 519-273-7120 or dstewart@amdec.ca.

Agricultural online co-op gave me the opportunity to work all day at my placement (a large swine operation), learn at my own pace, and earn the final three credits towards my high school diploma. Taking a co-op course online was convenient, because it allowed me to log in and complete my course work at any time of the day.

The program helped me with my decisions for postsecondary education. It gave me the background to the courses I am taking now in the Environmental Management and Agriculture program at Ridgetown College. Without this co-op course, my knowledge would have been limited to inside (barn) work. In the online co-op program, I was able to gain knowledge and improve my skills in such things as farm safety, pesticides, résumé writing, and interviewing. The highly educational program was just what I needed to gain experience in agriculture and pursue further education. And it was even more exciting being able to work all day at my placement at Brad Farms. *Krista Rutledge*

ONTARIO COLLEGES

Ontario's 24 public colleges provide a wide range of practical, career-focused education and training programs – from apprenticeship training to bachelor's degrees. With a presence in more than 200 communities, Ontario colleges provide learning opportunities to people from all backgrounds and walks of life, delivering programs in more than 600 subject areas to 500,000 full- and part-time students. With highly valued skills and knowledge, college graduates are in demand and form the largest group within Ontario's workforce. For more information, check out the Ontario Colleges website at www.ontariocolleges.ca.



"School is definitely structured, but the program allowed us to think outside the box."

ASHLEIGH'S MARKETING PLAN

Ashleigh Orser completed the Advertising and Integrated Marketing Communications program at St. Lawrence College, in Kingston, in June 2007. She was just promoted from educator to community leader, a unique marketing position with lululemon athletica. Rather than developing common advertising mechanisms, company stores rely on a grassroots approach, marketing the company via word of mouth through its customers, the community, and ambassador businesses.

Ashleigh's training at St. Lawrence taught her that the theories behind advertising and marketing can be applied in many ways. "School is definitely structured, but the program allowed us to think outside the box, which made it easier to adjust to the lululemon approach," she explains. The diversity of the communications program and the practical knowledge of the instructors allowed her to develop a set of easily transferable skills. "I became better in all areas of communication, from research to computer skills to addressing groups of all sizes." The lululemon culture suits Ashleigh's personality, and she plans to nurture her future with the company. Her career goals include becoming a regional community leader and ultimately moving into marketing in the Vancouver head office.

section 3 : where you can go

BRITTANY'S FOCUS

I am in Grade 12 and passing my co-op and doing well in my Prior Learning Assessment and Recognition program, which will help me graduate earlier than I should, given that I messed up in previous grades. Because of these programs that the Student Success Learning to 18 program offers, it will not take me another four years to graduate. My co-op placement is with Riverview School in the Kindergarten class with Mrs. Mary Lindmeier.

When I first started Grade 9, I was skipping school with all my friends and partying every night, and I didn't want to get up in the morning. I didn't care about going to school and getting my education. My dad was begging me to go to school, but I was too focused on trying to fit into my older brother's crowd. And I did – until I got taken from my dad, who was my best friend and still is. Children's Aid placed me in my mom's care.

About halfway through the first semester, I had a meeting with the vice principal, who said that I could come back if I promised to attend all my classes. I had already dropped out three or four times by then. I did well until I started hanging with the wrong crowd and started skipping again. My mom wouldn't stop harping on me, because my school was calling and saying what classes I missed, and even when I did go to school she still found things to harp on me about. I got sick of it so I moved out. I lived on my own and I dropped out of school because I needed to pay for my rent and food. Things didn't work out with my roommate, so I moved back with my mom.

She and I had another meeting with the vice-principal, and we convinced him that I would do better in school and I wouldn't drop out again. So he gave me one last chance. I have been doing really well and working really hard to get my credits done so I can graduate and have a future.

I hope to graduate sometime in 2008. I have matured a lot since I came back to school. I am in the Student Success program and try to attend all meetings and any other school activities that go on. School has become my main focus, and I like being back into the "school life."

Brittany Straesser



"I have been ... working really hard to get my credits done so I can graduate and have a future."



DUAL CREDITS

At 21, and with 20-month-old Justin at home, **Bonnie Pichoski** decided that going back to high school to obtain her secondary school diploma was not an option for her.

"I was focused on getting my high school diploma, but I didn't want to do it in an environment where students were younger and had a different level of motivation and commitment to work than I had," says Bonnie.

Bonnie enrolled in College Link – a unique dual credit program for students between 18 and 21 who want to complete their high school education in a college environment. The program is offered through District School Board Ontario North East at Northern College. In addition to obtaining their secondary school diploma in a college atmosphere, students are able to earn up to one college credit per semester. Bonnie obtained two college credits and her secondary school diploma.

Her goal was to explore a career in law enforcement, and she is now enrolled in the college's Police Foundations program at the Porcupine campus.

"If it had not been for College Link, I probably would not have a high school diploma now," says Bonnie.



FULL CIRCLE

Brian Wilcock's life has come full circle, from graduating from St. Lawrence College's Child and Youth Worker program in 1998 to becoming a faculty member in the same program, while also being the director of three group homes for girls in Kingston and Cornwall.

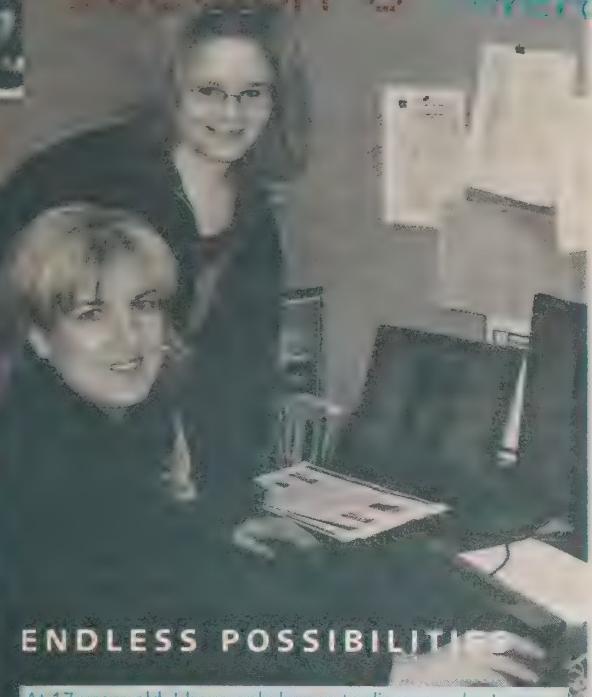
Brian never considered himself college material when he was in high school in Kingston, Ontario. "I was unsure about what I wanted to do, and I wasn't really on the right path for going to college; I wasn't thinking about going at all," he says. A persistent and dedicated teacher convinced Brian he should go to college. "He even made a guidance appointment for me," Brian recounts. From high school, Brian enrolled at St. Lawrence College in the General Arts and Science program, and from there went into the Child and Youth Worker program.

"The training and field placements through St. Lawrence really allowed me to focus on my interest in working with kids in young offender facilities," he says. After graduating, Brian moved to Calgary and right away got a job in the field. In 2000, he moved back to Kingston and opened his first group home, followed by another in 2005. Brian credits St. Lawrence College with giving him the hands-on experience necessary to do this type of intense work. Now he is able to bring students in for placements and even gets to hire graduates from the program. "I'm more apt to hire a college grad over a university grad, simply because I know they have a lot of intense, on-the-job training behind them," Brian explains. It's not easy work, but it's infinitely rewarding when he knows he's touched someone's life and can have a positive impact on his or her future.

"The training and field placements ... really allowed me to focus on my interest in working with kids in young offender facilities."

Brian's proudest moment? "I got a Father's Day card one year from a girl in one of my group homes," he says, smiling. "Obviously, we both knew I wasn't her father, but if I could help give her some guidance and stability that a father should provide, then I know I'm in the right field."

Education is where you can go



ENDLESS POSSIBILITIES

At 17 years old, I have only begun to discover who I am and which paths I could take after high school. The possibilities are endless in a world of forever changing technology.

I am a Grade 12 student at Bawating Collegiate and Vocational School. After learning in a classroom five days a week, 194 days a year, and over a period of three consecutive years, I wanted the opportunity to experience life in the workplace. That's why I decided to enrol in the cooperative education program at my school. But it wasn't just personal preference or the positive comments I had heard about the program that made me enrol; it was the long-term effects. I knew that if I was in the co-op program, I would be able to build on the skills I already have and get a more concrete idea about what I want to do in the future. I do not regret my decision to enrol in the co-op program.

My placement is at the Algoma District School Board, where I work as an assistant to the communications officer, Fran Walsh. Because I am interested in working toward a Bachelor of Fine Arts degree after high school, I needed a placement, like the school board, that would help strengthen my writing and communication skills. Each day I am faced with tasks that require me to think creatively and promptly. I write radio scripts, create layouts for advertisements, and attend events. Recently, I went to several secondary schools in the area to record a video for Grade 8 open houses in the Algoma District School Board area. I was able to gain insight into robotics courses and modern technology. Being in a co-op placement has many benefits, and already I have begun to recognize them. Enrolling in the co-op program could not be more rewarding.

The co-operative education program offers students the chance to experience the workplace and build on their skills, which they can use in future endeavours. I encourage students who are interested in getting hands-on experience in a workplace that interests them, or students who would like to reach their full potential, to enrol in the co-op program. It is an excellent way for students to earn credits for their high school diploma and gain knowledge that will help them in the future.

Collie Heppner



> Bryan Bowers



Sharing and Learning



> Gerry Roque

"It empowers people to live healthier lives by embracing traditional knowledge."

The Indigenous Community Health Approaches Program at the First Nations Technical Institute transformed not only my personal eating habits but those of my family as well. I will never look at food the same way again. It is a groundbreaking program for people who want to learn more about their environment and what they can do to reclaim our natural systems. Professionally, I never thought of linking wrongdoing to diet until I took this program. It made my backyard come alive! I had no idea how many medicinal plants were all around me. This program is all about moving good energy forward toward the seventh generation. It empowers people, including me, to live healthier lives by embracing traditional knowledge. I learned that there is indeed hope for the future, because we can become healthy again if – and only if – we embrace traditional knowledge, as passed down through our elders.

Bryan Bowers, Senior Planner, Southeastern Ontario District Health Council, 2005 graduate, Tyendinaga Territory Delivery

Growing up on an air force base gave me an interest in aircraft and flying. Airplanes seemed to be our lives. I have fond memories of my brother and I sitting at the supper table and hearing the fighter jets start up. We would drop our utensils and wait for the okay from our parents to go to the fence and watch the planes take off. We did this from the time we were about seven until we were teenagers. It was just the most exciting thing for us. I always knew that one day I would learn to fly, and I still have the same passion for flying today as I did then.

I decided for my 40th birthday that I would go back to school and get my pilot licence. It is really a dream come true for me. My only regret is that my father is not here to share it. He would have loved to fly with me.

"It is really a dream come true for me."

What a great experience it has been for me! At 41 years young, with a part-time job and a bustling new family, I will complete the three-year program at First Nations Technical Institute in two years. I will graduate a year early, with a commercial pilot licence and an aviation diploma. I cannot express enough gratitude to the flight instructors, academic staff, and councillors for the time and effort they gave to me. They are exemplary in dedication and professionalism. I truly believe they are an incredible staff. I highly recommend the program to any First Nation student who is thinking of applying, and I really hope that I can be seen as a role model for future students.

Gerry Roque

Section 3 : where you can go

AN ABORIGINAL ROLE MODEL >>> >> >

Carissa Copenace is a 17-year-old, Grade 12 student at Fort Frances High School (located in Fort Frances, Ontario). She's a dedicated student who works very hard. It all sounds pretty ordinary, doesn't it?

RIGHT! One thing Carissa is not is ordinary. She is a very accomplished young lady and is deserving of applause and recognition.

of 12 National Aboriginal Role Models in the community nominated her for this year. Carissa highlights the accomplishments of the year, Carissa is the youngest role model Ontario. Approximately 200 people across Canada, put into perspective, one can appreciate how impressive this is for someone so young!

As a National Aboriginal Role Model keeps Carissa busier than ever. She visits different communities and takes part in various events. Late, Carissa has participated in the following: a career fair at Lakehead University, a career fair at Sioux Lookout, where she set up a table and students had the opportunity to talk with her; the Good Life for Young People Benefit Concert at Whiteshell Provincial Park (northwestern Ontario), presentation; the Manito Ahbee Education Days in Red Lake, and the Seven Generations Education Institute Fall Harvest Festival. She also has three other commitments lined up and more.

Carissa was crowned as Miss Manito Ahbee, in Winnipeg, at the annual Manito Ahbee festival. Miss Manito Ahbee was created to honour a young lady who died five years ago, and someone each year.

Carissa is also skilled in tae kwon do. She has been involved in it for almost seven years and has earned her first dan black belt (the black belt level has eight degrees, or dan ranks).

In school, Carissa is taking all Grade 12 university level courses: Advanced Functions, Studies in Literature, World History, and The Writer's Craft. She is also the editor of the *Fishtank*, the Fort Frances High School newspaper; Carissa was the driving force behind the addition of an Aboriginal People's page in the newspaper. Despite all of her activities and commitments, Carissa continues to maintain an A average.

Carissa plans to apply to Lakehead University, Brock University, Queen's University, and the University of Manitoba and has already applied to the University of Winnipeg. She might also apply to a First Nations university in Regina. At university, Carissa will work, concurrently, towards a Bachelor of Arts degree (with a major in English and a minor in history) and a Bachelor of Education degree. After this, Carissa aspires to earn a full scholarship to Harvard University, where she will earn her Master of Education degree. Carissa hopes, eventually, to earn her doctorate, work, travel, raise a family, learn Ojibwa fluently and, perhaps, become an Ojibwa language teacher, possibly in the Treaty #3 area. She dances at powwows as often as she can.

Carissa is truly an inspiring young lady. Congratulations, Carissa, on all of your achievements!

Denise Radigan, First Nations education counsellor, Fort Frances High School



> Cheri Corbiere

FROM VOLUNTEERING TO A CAREER

I am a fourth-year student at McMaster University, and last spring I travelled across the world to do volunteer work with abandoned children in Yaoundé, the capital of Cameroon. My studies in international development had made me want to experience life in a developing country, for myself. After receiving sponsorship support for my voyage from Experimental Education, in the Faculty of Social Sciences at McMaster, I had managed to volunteer in a state-run orphanage, and there I spent two weeks gaining experience about poverty, developing countries, and the effects of poverty on children. The children that I worked with were mostly under the age of 10 and some were as young as three weeks old. They had been abandoned or abused in a variety of horrifying ways, and I felt that they were lacking so much of the love and nurturing that young children are entitled to. Working with those children was the most amazing and rewarding experience of my life. The experience has inspired me to pursue a career fighting to improve the living conditions of children all around the world! I hope to do so through employment with a non-governmental organization once I finish my university studies. By stepping out of my comfort zone and volunteering with people whose life experiences had been so different from my own, I found a career path that I am truly passionate about and wish to pursue for the rest of my life. **Catherine Vanner**

CHERI'S ACHIEVEMENTS

Cheri Corbiere is an Aboriginal student from the Sheshegwaning First Nation on Manitoulin Island. She is currently enrolled in year 4 of the Bachelor of Science in Nursing program at Cambrian College. A single parent, Cheri struggled to balance her family life with her work and financial commitments. She worked in Sheshegwaning in various capacities in community health care. Early on she realized that she would need further education if she wanted to advance her career and help meet the needs of her Aboriginal community.

It was not an easy process, as Cheri had to overcome numerous hurdles. Eventually she enrolled at Cambrian College, where she discovered new, life-changing challenges and opportunities.

Soon after arriving at Cambrian, Cheri became very involved in college activities: she was elected president of the Cambrian Native Students' Association, established a First Nations student food bank, organized Cambrian's first National Native Alcohol Awareness Week, and implemented the Sacred Medicine Protocol.

Cheri has been recognized provincially and nationally for her numerous achievements. In February 2006, she received the Student Innovation Award from the Association of Colleges of Applied Arts and Technology of Ontario. Recently, the Association of Canadian Community Colleges awarded Cheri its Student Leadership Excellence Award.

Cheri has maintained a GPA of 3.82, placing her in the top five of her class. Her goal is to graduate with a 4.0 GPA, pass the registered nurse credentialing examination, and return to Sheshegwaning to work with individuals and families, providing them health care.

section 3 : where you can go

"I graduated with pride, at home at Northern College."

CIVIL ENGINEERING TECHNOLOGY

Christine Heavens has been employed as the manager of public works for the Township of Black River-Matheson since 2000.

She took the Academic Upgrading program at Northern College, a program that helps individuals who do not have a high school diploma get the reading, writing, math, computer, and science skills they need to get into the college program of their choice. Christine then enrolled in the college's Survey Technician program and completed it with honours. She continued her studies in the Civil Engineering Technology program at the college and graduated in 1999, once again with honours.

"Northern College offers a quality education in a supportive environment with career-oriented programs and training. This combination allowed me to fulfil my career goals. I graduated with pride, at home at Northern College," says Christine.

Northern College's Civil Engineering Technology program is unique in Ontario. Students can earn an Advanced Ontario Diploma in Civil Engineering Technology in just two years or choose to complete it in three years. Nearly 100 per cent of 2005 graduates are employed in their chosen profession. Graduates of this program may be eligible to enrol in the Civil Engineering program at Lakehead University and complete the degree program in two additional years.

DANIELLE'S CHOICE

Danielle Tattrie is a student at Dryden High School (DHS) and has participated in the co-op program for two years. Although originally she planned to be a hairstylist, Danielle soon discovered that it was not the career for her. Not one to give up, she came back this year with a new profession in mind: dental hygienist. "I really like it. I get a lot of hands-on experience," says Danielle about her co-op placement at a local dentist's office. When asked what she enjoys most about the co-op program at DHS, Danielle says that it helped her to develop discipline through time commitments and a positive working environment. Danielle believes that to be successful in this program, you need to have some direction regarding your future, but she stresses that co-op is a really good way to put those interests to the test.

Danielle faced some obstacles during her co-op journey, including struggles with the time requirements and the business's hours of operation. "It's important that you stay on top of your hours, especially if your placement is open only certain days of the week. Attendance is very important." She also says that initiative is required to finish co-op journals on time, because it's very easy to get behind.

Ultimately, Danielle found that the co-op program was worth the effort. She's glad that she didn't go into a field that would not have been a good fit. Without co-op, she may not have made the right choice for herself.

Sarah Maday and Paige Dufresne, co-op students

Already a PHM, **Chris Duncan**, isn't happy to missed the chance opportunity when he entered the Aviation Management program at Georgian College.

Today he has advanced his dream of helping to develop an industry, and is looking forward to getting a master's degree. When Chris began exploring the world of aviation education, he found the answer school in the biggest city that could offer him the best. It was the rock-solid reputation of the program.

"Georgian College really does have a strong reputation within the aviation industry," says Chris, recently promoted to an advisory board, and Georgia's first to propose to include faculty input for industry needs."

Chris graduated from the Aviation Management program in 2003. One of the greatest experiences the program had to offer was its cooperative educational component. Chris worked as a control tower operator at Lake Simcoe Regional Airport in Barrie, Ontario, just north of Georgian's Barrie campus.

"The great thing about Georgian's program is that you can learn all you need to go into the industry," says Chris. "You learn about all aspects of the industry, from management to aircraft maintenance, and the program's a lot of various subjects come together."

After graduating, Chris joined the executive team at Lake Simcoe Regional Airport and worked himself up to the position of airport manager. Georgian's well-rounded program has put him in the position in which he now sits on one of its airport funding, including facilities, airport services, asset management, environmental concerns and "just about anything else" that crops up.

Chris plans to work toward his master's degree via correspondence through Georgian's partnership with Trinity Ridge Aerospace University. He also hopes to manage his own airport in the future and says grads who don't mind thinking globally have a world of opportunities waiting for them.

For more information about the Aviation Management program at Georgian College, contact program coordinator Dave Duncan at 1-866-728-1968, ext. 1419.

"Georgian tailors its programs to include exactly what the industry needs."

section 3 > where you can go



"Like many newcomer students, I faced many challenges, including learning English and coping with the intense coursework."

JING-RU LI'S CHALLENGE

Arrived on February 14, 2004, with no one week, I was enrolled in The Woodlands School and experienced a different culture from what I had experienced previously in China. Like many newcomer students, I faced many challenges, including learning English and coping with the intense coursework. I am very grateful, however, that what is more important is how I contribute my ideas and skills to the school and the community.

Every year, I had the idea of starting a school club to help newcomer students, who are just like I was two years ago, with school related issues. After consulting with our school settlement worker, and with the great support of the principal and guidance counsellors, I began Woodlands International Bridging Society (WIBS) the following year. It offers helpful services, such as the English Conversation Circle, to new students on a regular basis. The club also facilitates educational seminars for ESL students, like the *New Metro video*, a law seminar, and a mock trial, that help students understand the Canadian legal system. In addition, the club organizes cultural festivals to promote multiculturalism in the school.

By creating this school club, I have not only learned to interact with different people, but also gained strong leadership skills that will benefit me in the future. As well, this club has taught me the importance of teamwork. I really appreciate this opportunity in which I can enjoy a unique school system that helps to build up my interpersonal skills rather than simply my academic knowledge. **Jing-ru Li**

Woodlands principal Jeanne Gray comments: "It is important for students to contribute to addressing the needs of the community within a school." **Jing-ru Li** has accomplished this through her involvement in establishing the WIBS committee, which has been instrumental in serving students at The Woodlands school who are new to the country. This committee's contribution has made an invaluable difference in the lives of the students as they make the transition to both a new school system and a new country."

Settlement workers are located in schools with high numbers of newcomer students. The Student Workers in Schools (SWIS) program is funded by Citizenship and Immigration Canada (CIC). It is supported by a partnership between the school board, the settlement agency, and CIC. At Ainslie-Bardsley, the partnership involves the Peel District School Board, Inter Cultural Neighbourhood Social Services, and CIC.

For more information, check out the SWIS resources at www.settlement.org/edguide or e-mail swis@swis.ca.



- > [Photo 1](#)
- > [Emily Trepianer](#)
- > [Emily's Story](#)

ON THE RIGHT TRACK

For **Emily Trepianer** and **Robin Shuter**, discovering the world of work came through the co-op education program and the Skills Training Education Program (STEP) offered at W. Ross Macdonald School for the Visually Impaired (WRMS) in Brantford.

Emily's first placement was at A Child's Place Nursery School, located on the WRMS campus. "Through this placement, I gained valuable leadership opportunities and experience working as part of a team," Emily explains. "This placement helped me get into the Early Childhood Education Program at Fanshawe College, in London, Ontario, in September 2007. My professors have said that I have a very good work ethic and that I am a very hard worker."

"My second placement was at a Royal Bank. Even though this [placement] was not [in] my chosen career, it was still a very successful experience. Through this placement I gained valuable people skills, which I will need in my chosen career."

Co-op teacher Margot Neill praises the commitment of the Royal Bank of Canada (RBC) staff to her student. "They provided tremendous support by ensuring that the necessary adaptive computer software to magnify her computer screen was in place. This allowed Emily to perform the tasks for her job independently. The staff with whom Emily worked also helped to arrange for a transfer to an RBC in London so that Emily had a job while home for the summer. She will be working there in December and again in the spring when she completes her first year at Fanshawe College." Another WRMS student is placed at the Brantford RBC this term.

"Co-op was very beneficial for me," Emily says. "It proved that my true career choice is working

with kids, although I still work at a bank whenever I can and whenever it works with my busy school schedule. Co-op can definitely get you on the right track and help you decide what type of career you like to go into when you 'graduate' and get out into the working world."

As for Robin, discovering the world of work created other opportunities:

"A disability doesn't stop you from being successful – you stop yourself from doing that!"

"Trying my best ... a task ... travelling independently to my work placement ... learn a new skill ... helping others with their needs ... conquer fear" – these are all definitions of success for Robin. "I hope the skills that I have developed while being part of STEP will help me in the future to get a job or volunteer placement in a field that I am interested in helping others. STEP has given me the things that I can do, the things I still need to learn, a better understanding of my strengths and weaknesses, and how to overcome challenges."

When asked about her goals, Robin replies, "Goals can range from being independent in your work placement to being able to live on your own after school or even just completing a school assignment. If I can do these things, then I think I will have been successful. STEP has given me the opportunity to see what I can do and has shown me other opportunities were there beyond the doors of WRMS."

"A disability doesn't stop you from being successful – you stop yourself from doing that!"

section 3 > where you can go

A Clear Picture

Enrolling as a co-op student at the University of Guelph was one of the best decisions of my life. Like many students entering postsecondary, I had only a vague idea of what I wanted to get out of the next few years of schooling. I knew I wanted to major in business but had no concrete plans for my education, much less my career.

I am very glad that I chose to be a co-op student in marketing management. During my work terms I had the chance to work in different kinds of work environments. I now know what it's like to work in various industries and large and small teams, as well as corporate and nonprofit organizations.

Through co-op, I've been exposed to a variety of work in marketing. I now have experience working with focus groups, conducting consumer research, and creating marketing materials. I would not have been able to gain these experiences anywhere else.

My co-op experiences have made me realize the importance of learning outside the classroom. I now participate in many extracurricular activities on campus, which not only are rewarding but also have given me invaluable skills that set me apart from my graduating peers.

When I started university, I had very unclear ambitions and ideas about the future. Thanks to my experiences in co-op, I have a clear picture of what I want to do and I can't wait to get my career started!



A SHINING EXAMPLE



In December 2006, **David Mitton** was a student at Timmins High and Vocational School (District School Board Ontario North East) in Timmins, completing his Grade 12 year. By the end of the first semester he needed only three more credits for his Ontario Secondary School Diploma (OSSD). He was more interested in being in an alternative school setting than remaining at his school. A co-worker at his part-time job told David about an electrical pre-apprenticeship program, beginning in January 2007 at the local campus of Northern College. He decided that this was what he wanted to do.

At the same time, the dual credit program coordinator was recruiting students for the College Accelerated Program, for second semester. This program was designed for students intent on a college program who were within three credits of their receiving their OSSD. The program would effectively "jump start" students into a college program and allow them to earn dual credits towards both their high school diploma and a college program.

Through extensive consultation between the dual credit program coordinator, the guidance head at Timmins High and Vocational School, and the Northern College apprenticeship development officer, it was determined that David fit the profile for and would be admitted into the program. The pre-apprenticeship program was carefully explained to David. It would run from January 2007 to October 2007 and he

"This dual credit program allowed me to jump start my apprenticeship and enter the workforce at the age of 19 as a registered apprentice."

would be required to complete the full program, which included both academic and placement opportunities. David would have to commit to a 10-month program with no summer break – a serious commitment for a young man who had not yet completed secondary school.

Over the next 10 months, David worked diligently to fulfil the academic requirements. Additional supports were put in place to help him with some challenging academic components. He was given guidance and encouragement when the workload was overwhelming. Working together, personnel from the college and the school board monitored his progress and attendance in the dual credit program. With the supports he received, David overcame all the challenges he faced. During this period, David finished the school portion of the program and worked 15 hours a week at a part-time job.

David completed the equivalent of over 600 hours of academic and apprenticeship learning in June 2007, enough to earn the final three credits needed for his OSSD, and graduated with his peers from secondary school. Throughout the summer and fall, David focused on his electrical apprenticeship skills and, in November 2007, he received his level 1 designation as a construction and maintenance electrician.

David's accomplishment is an example of what is possible when student needs are the primary focus for educational decisions.

David was referred to Job Connect by Northern College's Apprenticeship, Workforce Development and Training Division in September 2007 after successfully completing a 40-week electrical pre-apprenticeship program. Job Connect had provided an Orientation to Apprenticeship Workshop to David's class during his training and also explained the Apprenticeship Scholarship

and Employer Signing Bonus (AS/SB) initiative. Since David had left the school system before achieving his diploma and then upgraded his education through this pre-apprenticeship training, he was the perfect candidate for the AS/SB initiative. Job Connect helped David find a suitable employer to hire and train him and arranged his apprenticeship registration with the apprenticeship branch of the Ministry of Training, Colleges and Universities.

Timmins Electric Motor Repairs hired David as an apprentice on September 24, 2007, and he is now registered as an electrical construction and maintenance apprentice.

David and his employer will receive funding from the AS/SB program; David has already received a \$1,000 scholarship, and his employer has received a \$1,000 signing bonus and will receive an additional \$1,000 in six months if David is still employed at the company. In addition to the AS/SB, Job Connect has arranged for payment of a 25-week training incentive of up to \$4,000 to Timmins Electric Motor Repairs and will be providing employment support and a training support allowance of up to \$400 to David for tools, work clothes, and so on.

David's accomplishment presents a shining example of how effective partnerships between education and government can be for young people to succeed. After his success, David says,

"After talking to my employer," says David, "I realized how difficult it would be to get into the workforce as an apprentice with no training or experience. This dual credit program allowed me to jump start my apprenticeship and enter the workforce at the age of 19 as a registered apprentice. I appreciate all the help I received."

DAVID'S ACCOMPLISHMENT IS AN EXAMPLE OF WHAT IS POSSIBLE WHEN STUDENT NEEDS ARE THE PRIMARY FOCUS FOR EDUCATIONAL DECISIONS.

*Karen Prentice Oxby, OYAP and SCWI Coordinator, DSB Ontario North East
Jocelyn Vlasschaert, Job Connect, Timmins*

section 3: where you can go

Fun's a Fact at the Steelback!



The co-op program has allowed me to gain first-hand experience beyond that available in a classroom.

ment at the Steelback Centre. A premium sports and entertainment complex, the centre is a key element in being a venue for major events such as concerts, sports shows, hockey games, and more, in the tourism industry. The centre offers plenty of entertainment and fun for a variety of audiences

I would like to explore marketing, advertising, and event planning further. I am hopeful. The co-op program has allowed me to gain first-hand experience beyond that available in planning for Korah Collegiate and Vocational School's 40th reunion, the NHL/Greyhound IX World Tour, and the Bachman Cummings Band concert fundraiser. Each event was completely different. I have learned about marketing plans, strategies, tour riders, and advertising methods. I really like, creative people and a variety of things to do – every day is different!

Supervisors at the Steelback Centre who welcomed me and have been so attentive and helpful during my leave that in Sault Ste. Marie, co-op supervisors are encouraging and just as excited to teach as students are to help make the position more enjoyable and rewarding.

Knowledge and skill that I have acquired here has been extremely beneficial to me, and I know that the practical understanding I have gained will be an excellent start to my future, now that I am graduating from secondary education and, eventually, a career. *Emily Pereira*



CRYSTAL'S AT THE FRONT LINES

I am a fourth-year nursing student from Queen's University in Kingston. I've always wanted to pursue a career that would give me opportunities to change people's lives, and it wasn't until Grade 12, when I was applying for postsecondary school, that I began exploring the field of nursing. This summer I travelled to China, where I participated in volunteer medical work. I had the opportunity to provide post-operative nursing care to individuals from all walks of life. This experience gave me a greater appreciation for life and opened my eyes to the enormous need for more young people to get into nursing. Health care is a constantly changing area, and if you want to be part of the change, being a nurse allows you to be at the front lines.

Nursing is a universal profession; the skills you learn in your four years of education prepare you for work anywhere around the world. In this profession, you have the pleasure of providing care for people at the most vulnerable times in their life. Being a nurse isn't for everybody; the work is challenging and often tiring, but at the end of the day when you reflect back on your work, you walk away knowing that you changed somebody's life ... and, in turn, this changes your own life.

Crystal Lau

"You walk away knowing that you changed somebody's life ... and, in turn, this changes your own life."

had the opportunity to assist in making special pastries, an experience that made her decide to start working towards becoming a pastry chef. Her placement at Rose Bakery, an Italian bakery, has given her the opportunity to discover what the world of pastry is about. She has been learning from internationally trained pastry chef, Phillippe Corbiere, who has taught her much about the skills and attitudes needed to be successful as a pastry chef, as well as about the early morning demands of the job and the commitment to excellence this career requires. He has also shown her the importance of keeping records and developing planning and

anticipating the daily and weekly product needs for a busy bakery and deli.

Phillipe says that Florell is progressing well and is becoming more independent in her skills and taking more responsibility for her learning. Her precision is increasing, and she has a positive attitude, which Phillippe believes will be the key element that will help Florell be successful as a pastry chef. He says, "Florell does not need to be told what to do; she can see what needs to be done and goes ahead with the work."

Florell has enjoyed her experience and is thankful to Phillippe for teaching her about this type of work. She says this a great experience.

"The work is hard and really busy at times, but when I am finished I feel good about what I am doing."

hard work, but I know that this is the career I want for myself. I have the confidence I need to do on to an apprenticeship and continue to learn all I can."

Florell is registered as a baker in the Ontario Youth Apprenticeship Program. She wants to attend a postsecondary training program to learn all she can about the career she has chosen.

Jim Harrington, Bob Kastell, Dave Regis, cooperative education teachers

section 3 > where you can go

RE-ENGAGEMENT

with pride



Dropping out and cutting classes are long-standing student issues for all school districts. Therefore, when the Ministry of Education introduced its Learning to 18 legislation providing new programs designed to ensure that Ontario students stay in school to the age of 18, officials at the Greater Essex County District School Board (GECDSB) thought outside the box. Instead of having truancy officers who threaten to take punitive action, the GECDSB hired two re-engagement attendance counsellors (RACs) to connect with the kids and enable them to return to school. The RACs determine the issues that caused the students' attendance problems and work with school personnel to develop individualized programs.

In just four months, more than 250 students have worked with the two GECDSB RACs. In almost every circumstance, students have accepted a preliminary meeting, which is the RAC's chance to engage the student in a discussion about constructive choices that will affect their future positively. Dave Colwell, one of the RACs, says this:

"Most of the youth will meet me at the school, when I inform

them that we have the resources there and can collaborate with others to determine a plan. In order to build immediate trust, I assure them that I won't make them stay at school that day."

Dave has learned that "each youth presents with different challenges. They may be involved with drugs, have mental health issues, be dealing with family problems, or just hate school. Interestingly enough, strong academic ability doesn't guarantee that they are attending school," because regular secondary school programs aren't always the answer for every student. The reconnect program provides one teacher for 15 students, who work at their own pace to earn credits for one semester.

Alicia Murray, 17, says, "This is a different environment. Mr. Stone is a great teacher. We work at our own pace and he has all the time to help out if we need it."

Tyler Veres echoes her sentiments, and says that the program has made a difference for him. "Mr. Stone called each of us this morning to remind us that the winter break was over and he wanted us in school. My attendance is pretty regular here," Tyler says.

Lindsey Joynson also noted that her attendance in Mr. Stone's class has been "almost perfect."

All three students share their stories of success with smiles and pride.

In the coming weeks Alicia, Tyler, and Lindsey will make the transition to the traditional secondary program at local schools. They each acknowledge the challenges they will face but express confidence that they can deal with them. Alicia and Tyler share Lindsey's belief that "you are never going to get anywhere in the future without an education." When asked what their future would be like a few years from now, each spoke confidently and without hesitation about postsecondary education in areas of nursing, business, and psychology. It's a far cry from Tyler's initial comment about why he didn't attend: "I had no reason to come."

"You are never going to get anywhere in the future without an education."



"Erin was a natural working with children."

ERIN'S DREAM COME TRUE

Erin Murphy was at a crossroads. She was returning to high school for a fifth year. The first four years had been filled with ups and downs. She had started well in Grade 9 but struggled in Grades 10 and 11. Report cards indicated that she needed to focus more and apply herself better. She was a capable student who was underachieving. Summer school became a part of Erin's life, but she persevered.

When deciding what courses to take to earn the remaining four credits she needed, Erin learned about the GLN (Navigating the Workplace) course that was newly available at her high school, Holy Names, in Windsor. She decided that she would like to try a career working with young children in a daycare or Montessori school environment. The three-credit format of the GLN course would ensure daily contact with a teacher. This would help Erin stay on track and alleviate any concerns she had — the same person she saw for one period in the classroom would be the one monitoring her at her work placement. School and work were connected.

At my first meeting with her, we decided that Erin would work in a placement at a local daycare centre. I gave Erin the details about the placement and sent her off for her pre-placement interview. When Erin met with me the next day, she was a little perplexed. A new Montessori school had opened across the street from the daycare, and Erin thought that her interview had been set up for the Montessori school, but I had spoken to someone at the daycare. What a fortunate miscommunication!

Erin had a great interview at the Montessori school and the owner/director, Julie DiPonio-Roy, was eager to take her on, despite the fact that, basically, Erin had walked in off the street! In a quick phone call, Julie and I sorted out the confusion and arranged a placement for Erin at the Montessori school. The daycare was informed — with apologies — of the misunderstanding and its outcome. Things couldn't have worked out better for Erin.

From this point on, Erin excelled. She was placed in a toddler, or "bambini," room with children under one year of age. From the first monitoring meeting, it was clear that Erin was a natural working with young children. She had a gift and she enjoyed the work more than any part-time job she had held before. Her work in the classroom during the two periods she was at Holy Names was excellent, and lack of focus was never an issue.

When I went to see Erin in December for one of the monitoring meetings, Julie spoke to me about hiring Erin full-time once she graduated in January, and also about signing her on as an apprentice. This was a dream come true for Erin and totally unexpected. Her hard work and focus had paid off. Erin was registered as an apprentice and is currently working with one- to two-year-old children at the Children's House Montessori. She also began her Montessori training at Lakeview Montessori, where she attends weekly classes, with the goal of becoming a fully certified Montessori teacher.

"The program is wonderful and I wish I could have more students," Julie says. "Erin is doing exceptionally well and she continues to grow as she progresses in her Montessori training."

Erin readily agrees that this cooperative education experience helped her in ways she could not have imagined just five short months before. She is the first true success story for the GLN program at Holy Names, and has paved the way for many others in the years to come. A second Holy Names student has now also been offered a position with the Children's House Montessori upon completion of her co-op semester.

It is amazing how a wrong turn can change your life! **Jim Kirtl**, cooperative education teacher, Holy Names High School



LEARNING IN THE JOURNEY YOUR HEART UP WITH OTHERS IN TO CHANGE

Keep on learning

Focus on the journey

Follow your heart

Team up with others

Be open to change

ONTARIO'S GUIDE TO CAREER PLANNING

WWW.ONTARIOPROSPECTS.INFO

section 3 : where you can go

"I was given an opportunity to change my life for the better, and I was determined to use it."

BUILD Skills Success

September 2007, **Kayla Meyers**, a Grade 12 student at Patrick Fogarty Catholic Secondary School in

1 began an exciting new Specialist High Skills Major (SHSM) in construction called Build Skills for Success typical high school success story. She has persevered through tremendous personal challenges and has undergone a significant transformation over her high school years. "In Grade 9, my attendance was bad," she explains. "I was getting into fights and having big troubles with the law. Now, I am motivated,

positive, and focused."

Kayla credits much of her success to her involvement in the SHSM program: "There are many opportunities for students in this program. I have had an awesome experience so far," she says.

ing the way, Kayla will get plenty of value added to her education, including workplace certifications and

certifications in curriculum, extensive co-op placements, and practical skills

"This is the best experience I have ever had in school."

one of the strengths of this program is its partnership with the Orsi Group. At that company's facilities, houses start to finish before being shipped to the construction site. This program provides students with the opportunity to sample numerous construction trades – all under one roof. Kayla has benefited from variety of jobs available at Orsi. "I have been able to gain experience in many aspects of construction finishing, insulation, doors and windows, and use of various equipment."

oup president Angelo Orsi, who has been very involved in community projects such as Habitat for Humanity, fully supports this type of program. "Many of our young kids get asked what they plan to do with their lives and I know that many simply do not know the answer to that question," says Angelo. "I am living in the right environment and opportunity, people can learn in their own interest and time, and that is why I am happy to support Patrick Fogarty and this really great program. If I can help students find their future and help them answer that question about what they want to do with their lives, then I feel I have made a meaningful contribution."

ayla believes that many students can benefit from the SHSM program. "I think that this is the best experience I have ever had in school. It has forced me to think about my future. It keeps me on track and has given me a lot of confidence in myself."

Beard McNeil, Chair of Guidance, Patrick Fogarty Catholic Secondary School



APPLYING SKILLS IN THE REAL WORLD



KATE'S DRIVE FOR EXCELLENCE

Kate Smolina, a graduate of Brookfield High School in Ottawa and currently a fourth-year student in biomedical sciences at the University of Guelph, is one of two Ontario students this year to win a prestigious Rhodes Scholarship to pursue graduate studies at the University of Oxford. Students from 20 countries compete annually for 90 Rhodes Scholarships, which cover tuition, fees, and a living allowance at Oxford. In Canada, 11 students receive the award every year.

"This is literally a dream come true ... there are no words to express the gratitude, the excitement, and the honour that I feel. I will do my very best to be a great ambassador for the University of Guelph, as well as for Canada," says Kate.

Kate's family immigrated to Canada from Russia nine years ago with limited financial resources and without knowledge of English. Kate's boundless drive for excellence took her to the top. "I was given an opportunity to change my life for the better, and I was determined to use it."

Kate is the top student in her program, and she has won numerous other awards in the past, including the University of Guelph President's Scholarship and the Weston Loran Award in 2004. In addition, she has a long list of volunteer involvements to her credit, including her role as vice-president of YOUNCAN, a national youth organization that promotes peaceful conflict resolution in Canada. Kate has also travelled to India and Costa Rica, where she did community development work.



section 3 where you can

OCAD GRADS

MAKING THE INVISIBLE VISIBLE

The blanket of night was the backdrop to an overnight signage revolution – and a certain Ontario College of Art & Design (OCAD) graphic design student's challenging thesis project. **Mark Daye** swarmed major intersections along Lake Shore Boulevard in downtown Toronto, attaching official-looking signs with a subversive message, one that struck a chord with city residents.

"Please have change ready for homeless," read one of them. Accompanying the message was an image of an open hand with coins in it.

Soon signs had popped up across the downtown core. Areas targeted included the financial district, where people have a tendency to step over the homeless rather than pay them notice. What Daye wanted to do was have the unnoticed be noticed.

Rather than use conventional methods to bring attention to such a colossal issue, Mark wondered what would happen if he used official-looking signage but put an unofficial message on it.

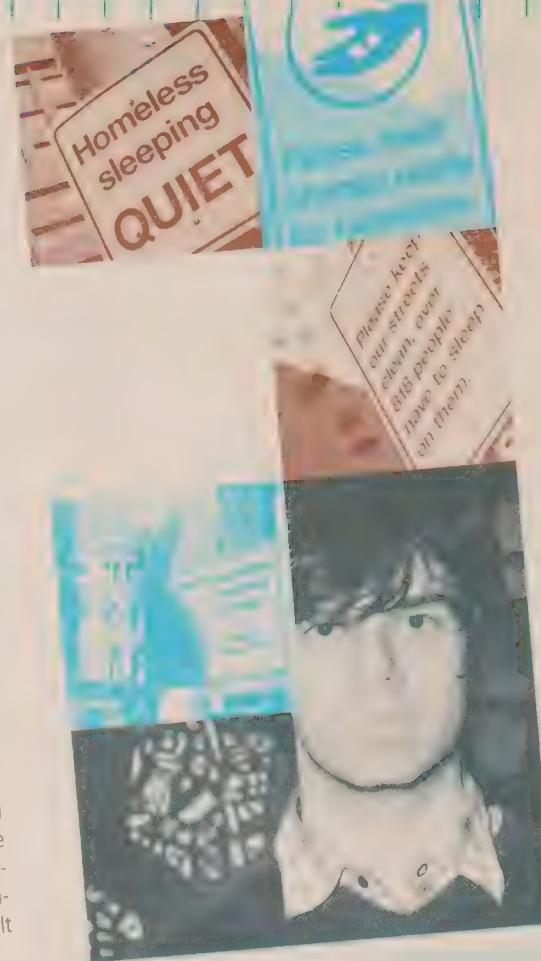
What distinguishes his signs from the many others that dot our streets and are unnoticed is that they make "the invisible visible," says Mark. Homelessness is a very complicated issue that affects more than 5,000 people in Toronto alone. The challenge for Mark was how to reach his viewers effectively via a medium that is largely ignored – just like the homeless.

His inspiration came from having his bike seat stolen, an event that motivated Mark to post a note of dismay at the location of the theft. Within days it became clear that people had stopped and read the note, and made a personal connection to his experience. They left handwritten notes at the site about their own similar experiences.

Mark's installation challenged officials at City Hall, who insisted that the signs be taken down immediately. Within 36 hours, 6 signs had been removed, and by Friday only 12 remained. Was it possible this project, which contravened official bylaws, also revealed a sore spot for city bureaucrats?

Whatever the lifespan of Mark's work, it was successful. The cyber ramifications of the signage took on a life of their own, as bloggers flocked to websites such as blogto.com, flickr.com, and torontoist.com, all of which were enthusiastic about the project. Major print publications such as the *Toronto Star*, the *National Post* and *NOW* magazine have also documented what has transpired.

Reactions continue to pour in. Clearly, Mark's quest to make a personal connection via the inanimate has succeeded. His work has delighted many people. One homeless man introduced another viewpoint, one that further reinforces Mark's thesis, that of great design sparking personal connection. "He told me a friend got his foot run over one winter and he thought these signs would protect him," explains Daye. "It was a response I'd never considered."



SUSTAINABLE LIVING AND DESIGN

Fourth-year material art and design student **Laura Melling** spent the better part of her final year at the Ontario College of Art & Design (OCAD) designing and handcrafting a "sustainable bedroom." The result, which formed the crux of the thesis project she presented before graduating, attracted the admiration of many – including *Toronto Star* journalist Alwynne Gwilt. "Melling's work," Gwilt proclaimed in an article, "is an eco-warrior's dream."

Gwilt is referring to the bedframe Laura's father made by hand of reclaimed wood harvested in an eco-friendly manner. And she's referring to the soy, bamboo, and organic cotton sheets, duvet covers, pillowcases, and throw pillows Laura used in her thesis project, after examining the way her passion for patterns – especially nature-based imagery – might intersect with her passion for the environment.

"I want people to know that this isn't your regular bedding."

From her research Laura learned how damaging the textile industry has become and that, all too often, "organic" bedding – made of organic cotton grown without the use of pesticides – is so neutral it's drab. You might expect the same of something made of hemp or soybeans too.

"But you can want colour and pattern and be mindful of materials," explains Laura. "That's why I asked myself this: How can I design a line of bedding that doesn't sacrifice my sustainable design principles?"

The answer: through careful consideration and plenty of trial and error. "There's a lot of green-washing going on," Laura cautions "so you have to make sure that things are on the level."

What makes certain cottons organic is that no pesticides are used in the process of growing them. Growing soybeans does not require the



use of pesticides. Bamboo is another sustainable option because it grows quickly and profusely.

Laura was careful to make informed choices about her materials and enlisted the help of environmentally friendly SYKA Textiles in Vancouver, as well as lululemon's sister company Oqoqo. Eventually, she decided to use low-impact, fibre-reactive dyes. In some ways these chemical dyes are easier on the environment, because they last longer than natural, vegetable-based alternatives, the creation of which requires more plant source material.

After silkscreening nature-based images onto the fabrics, which at this point were incredibly soft – both in colour and texture – Laura had them sewn into reversible cases and covers. These were on display in her sustainable bedroom at Tour de Force, the 2007 OCAD graduate exhibi-



tion, along with three prominent words mounted on the walls: Natural. Sustainable. Tactile.

Sound appealing? It is. When Gwilt called the work "environmentally dreamy," she couldn't have paid Laura a better compliment. And the journalist isn't the only one who's taken notice. Through a large part of the past year, Laura assisted Andrea Kantelberg, Interior Designer, which is responsible for the "Eco-Suite" at Element, a Tridel-built condominium complex in downtown Toronto. Andrea's mandate with the display suite was not to sacrifice aesthetics and luxury for sustainability.

Laura received an OCAD independent study credit for this work, "which," she says enthusiastically, "I absolutely loved. My goal is to find a way to integrate my passion for the environment with my experience in design – to focus on opportunities for sustainable living and design. I am guided by a simple philosophy: Let the beauty of what you love be what you do."

Section 3: where you can go

GLOBAL EXPERIENCE ONTARIO

Helping Newcomers Achieve Their Potential

Meet Karla Alva. She is a recent graduate from the University of Waterloo and has just started her law career as a paralegal at the firm of Koenig, Koenig & Associates in Waterloo.

Her journey to the legal profession began at a young age and included a law preceptorship, a law student and then a law clerkship.

But it was through the services of Ontario Global Experience Ontario (GEO) that she was able to gain her first professional experience in law.

She became a GEO intern in 2005, working with the Ontario Bar Association's International Law Committee. She helped to organize Ontario's first international law conference.

Her work with the committee led to her being invited to speak at the Ontario Bar Association's annual conference in 2006.

After graduation, GEO staff, Karla's supervisor, were able to understand the process she had followed to qualify to practise law in Ontario. In time, she expects to be admitted to the Law Society of Upper Canada and, eventually, to practise corporate and international law.

GEO can help internationally-trained and educated individuals find out how to qualify for professional practice in Ontario. This one-stop centre offers a range of services to such individuals and also provides information and assistance to various agencies and regulatory bodies.

REGULATED PROFESSIONS SERVED AT GEO

- Architect
- Certified Engineering Technician and Technologist
- Certified General Accountant
- Certified Management Accountant
- Chartered Accountant
- Doctor of Veterinary Medicine
- Early Childhood Educator
- Forester
- Land Surveyor
- Lawyer and Paralegal Worker
- Professional Engineer
- Professional Geoscientist
- Social Worker and Social Service Worker

Teacher



SHSM IN TRAVEL AND TOURISM

Jeff Stevenson graduated in June of 2007 with 190 other students at St. Francis Catholic Secondary School in St. Catharines. What was unique about Jeff's diploma was that it was the first Specialist High Skills Major Diploma in Travel and Tourism granted by the Niagara Catholic District School Board.

Jeff took a very specific career pathway that included four courses in hospitality and tourism and four co-operative education credits. He also had to complete specific math, biology, and English courses, as well as specific reach-ahead activities. These activities led to his certifications in Safe Serve Food Handling, Smart Serve, Service Excellence, and Passport to Safety. Jeff also had to pass a 20-hour online course called Tourism Essentials. He used the Ontario Skills Passport to document his demonstration of essential skills and work habits.

Currently Jeff is at Niagara College in the hospitality program and is looking forward to becoming a chef someday. We wish Jeff the best of luck in all his future endeavours. We know that he will be successful in his pursuit of his chosen career.



CO-OP IN AN EQUINE HOSPITAL

I am a Grade 12 student at Notre Dame Catholic Secondary School in Brampton, in the Dufferin-Peel Catholic District School Board. Currently I am completing a four-credit co-op placement at the Caledon Equine Hospital.

Caledon Equine Hospital is a specialized horse hospital that offers medical and surgical services. Hospital staff perform surgeries and lameness exams. I have been privileged to observe many procedures, including an arthroscopic surgery, in which a small camera is inserted into the joint to look for bone chips. The image is projected onto a TV screen, which shows the tissues, bone, and fluid of the joint.

I have also observed lameness exams carried out to determine how the horse is injured, as well as endoscopy, in which a long tube camera is inserted into the horse's nose to view the teeth and sinus drain.

My placement at Caledon Equine Hospital has helped me realize the importance of teamwork. The experiences I have had there have surpassed my expectations. My supervisor has taught me how to oversee a horse's vital signs and read the anesthesia machine during surgery, how to draw blood from a horse's neck, and how to develop X rays.

Caledon Equine Hospital has been an amazing learning experience and a great opportunity. I would like to pursue a career as a veterinary technician, and the placement has provided me with the insight into this occupation.

Thank you to Dr. Bruce Watt and the hospital staff for this opportunity!
— Jessica Gilmore



section 3 > where you can go

MICHAEL: AN INNOVATOR



© David Lunn/stock

SCRUBBED IN AND READY!

With placements ranging from machine shops and livestock operations to newspapers and health-care sites, the Experiential Learning Program provides a diverse array of career-related, hands-on educational opportunities.

The co-op program at St. Joseph's Catholic Secondary School is no exception. It continues to grow and has become an integral part of a student's high school experience.

Matt Wilkie, a self-motivated Grade 12 student, has decided that he would like to enter the University of Windsor's undergraduate program in chemistry-physics as a stepping stone to becoming a medical doctor. He decided to explore this field through experiential learning and took a two-credit cooperative education course this semester. His placement was at Hotel Dieu Hospital in Windsor.

"I always thought that being a doctor would be a good job, because it seemed interesting and exciting. But after completing my placement at the hospital, I'm 100 per cent certain that this is what I want to do. The Hotel Dieu staff have allowed me to observe and learn from some amazing life-changing procedures, such as eye surgery and angioplasty. It's a once-in-a-lifetime opportunity, and I'm glad I took part in co-op."

Eye surgery nurse **Mona Brown** comments: "Matt has performed at the highest level. He exceeds all expectations. He is inquisitive, open to learning new knowledge, has a positive attitude, and shows staff and patients a kindness that is needed to work in medicine. Matt will make a great doctor!"

Matt has made a huge impact at his placement by demonstrating and using many of the social and interpersonal skills acquired from his high school environment, as well as his home life. He has demonstrated a maturity and depth of knowledge that reflects the senior-level science courses in which he has had such great success. His attitude to his co-op placement was serious and positive, and he has been rewarded with many opportunities to participate actively as a medical assistant at Hotel Dieu Hospital.

Dan Borelli, Business/Co-op Studies Department Head, St. Joseph's Catholic Secondary School



COMMUNITY GIVING

I am a second-year student in the Child and Youth Worker Program at Mohawk College in Hamilton. The community experience I have gained in this program is setting the course for my life. My classmates and I are constantly networking with community members who are committed to making a difference. For example, recently a group of students raised over \$1,000 to purchase coats, boots, hats, and mittens for children in need.



I believe we all have a driving force behind us, a reason or inspiration to do the things we do. My teachers help everyone in this program reach their true potential. Last year, I took on a leadership role in Hamilton's Robert Land Project. The Robert Land Community Centre is located in one of the city's most impoverished neighbourhoods. During

this experience, I recruited new volunteers, organized events for underprivileged children, and delivered presentations on various occasions to generate awareness of the project.

Through my volunteer and placement opportunities, I developed the skills necessary to organize my own charity – The Path 4 Positive Care. I raised almost \$10,000 for cancer research when I mustered up the courage to ride my bike on a 10-day trip from Hamilton to Thunder Bay. That's almost 1,500 kilometres and well worth the effort!

Next year, I plan to start my own annual event to raise money for cancer research. These events would not be possible without the community giving experience I had at Mohawk College. **Matt Kozmet**

section 3 : where you can go

GIGENDAASOO'OW-WIDO'WIN

GAINING KNOWLEDGE THROUGH TEACHING ONE ANOTHER



The Aboriginal Alternative Education Program (AAEP) at Queen Elizabeth District High School (QEDHS) in Sioux Lookout is heading into its third year. The administration and staff are very pleased to announce that we have had an overwhelming response to our efforts to re-engage students in the public school system. Through a variety of techniques, such as focusing on community, culture, and caring, and a combination of regular and equivalency credits, we have positioned students in the workforce, exposed them to a range of occupations, and successfully placed students on the threshold of graduating.

Thanks to the Ministry of Education, the Keewatin-Patricia District School Board, and the school administration, there is an understanding that non-traditional pathways need to be examined and implemented to meet the needs of specific students. We believe this can be achieved with a vision and passion, and we have the initiatives to carry it through

Stephen Hicks, coordinator/instructor, AAEP

I left school in 2000 due to personal issues. After trying to go back the second year, I realized that I couldn't work in a regular classroom setting. I needed to work at my own pace and not have the pressure of timelines and restricted classroom routines. Over the next couple of years, I worked at various jobs. Three years ago, I had an accident and had to have a couple of knee surgeries, followed by eight months

of using crutches, one year of physiotherapy, and a whole year of having to learn to walk again. When I recovered, I decided to look for a job.

After working in the hospitality industry for a couple of months, I heard that Stephen Hicks was running an AAEP at QEDHS. I enrolled in the AAEP in November 2006, and in January 2007 I accepted a job with Tikinagan, a First Nations child and family services agency. Between November 2006 and June 2007, I worked hard to get as many credits as I could. I found that by attending the AAEP, I wasn't as frustrated and aggravated about doing the school work. I wasn't confined to a classroom with 15 other students, and I could complete my work at my own pace.

I had one credit when I entered the program. Through a combination of junior and senior equivalency Prior Learning Assessment Recognition (PLAR) credits, I now have 25. This program has allowed me to move on with my life, knowing that I will have an education, and to move on with my career in whichever way I decide to go. Being a part of this program has left me feeling proud and good about myself, because I am making the effort and taking that extra step to achieve one of many goals. The AAEP is an awesome program. I would like to thank Mr. Craig Myles (former principal), Mr. Clinton Bruetsch (principal), and Mr. Stephen Hicks (coordinator/instructor) for helping me achieve 25 credits. Without the help of these people, I wouldn't have made it this far. They encouraged me and gave me the confidence that I could do this.

Tasha Jewell

samantha

I've been in the AAEP since 2004 and I'm still here at home after not being able to do it before. I did all the courses I had to do and I'm still here. I can't wait to graduate and go to college or university. I'm going to go to university and study law and maybe go to law school and work as a lawyer.

Mike:

Because you work at your own pace in the AAEP, the harder you do the work, the more you earn the more

like the program because if the work we take we get to learn what type of job are out there and what qualifications you need for the job. And we're the Aboriginals.

And the food and drinks that we receive are the best because they care for

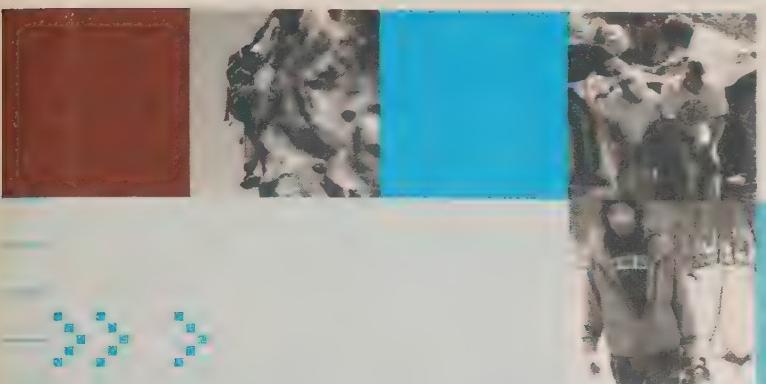
Mark:

I like the program because I can work at my own pace, without disturbance or someone nagging me and giving me due dates. And the food and drinks are great and help feed me energized every day.

Davina:

I enjoy the AAEP. The program allows me to work on a particular course at one's own pace, and I am not minded that this program would help people who are struggling in school.

section 3 : where you can go



LIGHT AT THE END OF THE TUNNEL

Krista Jessome was in a spot familiar to many students – a couple of credits short of diploma requirements at the end of her Grade 12 year. She was unsure how she was going to gain these credits, but she knew that she didn't want to go back into a secondary school for an entire semester just to get them. Instead, she started work as a waitress/kitchen assistant at a local service club.

The independence and money that employment brings to a young person can cause his or her priorities to change, and an Ontario Secondary School Diploma (OSSD) may not seem as important as it did during the high school years.

The Windsor-Essex Catholic District School Board recently made a financial commitment to Continuous Intake Co-op (CIC). Linda Staudt, the superintendent of education, spearheaded a decision to hire two board-based CIC teachers. They will provide co-op experiences – a “light at the end of the tunnel” – for struggling students like Krista.

Chris Stollar, one of the new CIC teachers, contacted Krista, and together they worked out a strategy for her. With the help of the service club manager, the plan was put into action. Krista is now registered in a two-credit co-op at the club. This placement will fulfil her OSSD requirements and allow her to continue her employment. She will meet related hospitality course expectations easily through her duties at the club.

John Moore is another student in the CIC program, but his involvement came about in a different way. John was in school and needed four electives to graduate. Teacher Cynthia Facchianato and guidance counsellor Mary Gloster had worked with John in the past and noticed warning signs. In September he was already disengaged and unmotivated, and they were concerned that John was going to quit school. As Cynthia and Mary worked with John to come up with a plan, they decided to contact one of the CIC teachers.

The teacher met with John and his mother to discuss various strategies, with the result that John was placed in a four-credit construction co-op just down the street from his home. Visits and discussions with his supervisor show that John is happy with his placement and hopes to make a good impression so that the company will hire him after he completes it. His supervisor is already impressed with John's work ethic and attitude. John took several construction classes while at school and will meet the related course expectations through this placement.

Windsor-Essex Catholic District School Board

ADVENTURE LEARNING

STRIVE is an innovative program that helps students prepare for their transition to high school. Using an “adventure learning” approach, STRIVE offers an exciting interactive environment in which students, parents, elders, and teachers can share and learn together. Activities include a portable climbing wall and “low ropes” initiatives – all facilitated with the cultural diversity of Sioux Lookout in mind.

Each student or parent is paired with a high school teacher during the STRIVE program, and this relationship continues through Grade 9. Parents become more aware of school dynamics, policies, and procedures and have a better understanding of both their child's concerns and the high school's expectations of the students. In 2007, nearly 80 per cent of all Grade 8 students in Sioux Lookout voluntarily participated in this program. A quarter of the participants brought an adult mentor with them. During a follow-up event, many students commented that the STRIVE program helped them build their confidence and self-esteem, and increased their trust in the support people in the school, family, and community.

The STRIVE program was supported through Parents Reaching Out Grants from the Ministry of Education. The opportunity was made possible by the Akwe:go youth program at the Nishnawbe-Gamik Friendship Centre in Sioux Lookout.

New Vision Unlimited, a registered not-for-profit organization located in Sioux Lookout, designed and facilitated the STRIVE program. The organization would like to establish working relationships with other communities interested in innovative programs designed to meet the needs of youth and their community. Visit the New Vision Unlimited website at www.newvisionunlimited.9k.com.

LAND-BASED TEACHING

The Lynx Program is based on the Ministry of Education Pathways initiative. The program is built on an Indigenous curriculum model that focuses on community, language, land-based teaching, and culture. This model also combines experiential certification, networking, and transferable skills instruction in a rich and diverse program that offers students two high school credits and numerous certification-based courses.

Through culturally responsive teaching, students are given the opportunity to take guide-training courses, trapping courses, and chain-saw training, build birchbark canoes, and plan overnight dog-sledding trips on the trapline. All of these activities have helped students succeed at earning their high school credits and, equally as important, develop character and self-discipline. Teachers Darren Lentz and Nicole Carbone are thrilled to have the opportunity to develop and offer this type of program to the students. The teachers have seen some amazing transformations and credit the community partners, students, administration, colleagues, and elders for the success of the program.

Elder Felicia Waboose says this kind of program helps to create links between home, school, and the world of work. She is happy that the Keewatin-Patricia District School Board and Queen Elizabeth District High School have a program like this available to students in Sioux Lookout and those coming down from the north. “I fully support these types of programs and hope they continue to offer them in the future,” says Felicia.

Students Patrick Tarrant and Claire Fiddler say it best: “The Lynx Program is why I am here. It’s awesome.”

section 3 : where you can go

NURSING: A CAREER FOR LIFE

If you're looking for an exciting, diverse, and challenging career, look no further than nursing. Collaborating with other health-care professionals, registered nurses (RNs) enhance the health of Canadians by working with individuals, families and communities. RNs practice in hospitals, community health centres, long-term care facilities and the home. They care, teach, conduct research, and participate in advocacy work and political activities that can influence health-care policy at the provincial and federal levels.

RNs are among the most sought-after professionals in the world and rightfully enjoy the highest public trust and respect of any group of health professionals. It's not hard to see why. Take a closer look at these RNs who are discovering what nursing is all about.

For more information, check out the Registered Nurses' Association of Ontario (RNAO) website at www.RNAO.org.

In 2003, while working as a summer nursing student at London Health Sciences Centre, **Jodie Boltuc** had the opportunity to shadow a nurse in the ER. "It just clicked with me," she says. Watching the nurses work in the trauma room on a car accident victim, Jodie was attracted to the idea of teamwork and being able to problem solve with others and really help someone.

She adds, "If you're an adrenaline junkie, you'll love it."

Jodie, now 24, walks into the ER at Mississauga's Credit Valley Hospital and checks "the big white board" to find out exactly what kind of day she's in for. As an emergency room nurse, the 2007 Ryerson University grad may one day find herself caring for broken limbs and head injuries, while another day she might be looking after patients who are having trouble breathing or experiencing acute pain. She says she loves nursing in the ER because "everything is different every day. You never know who's going to come through that door."

Jodie recalls one patient who suffered a life-threatening allergic reaction. She was feeling better with help from the ER staff but was upset about being "stuck in the ER." Jodie sat down with her and taught her about the importance of carrying an Epi-Pen, and also explained the effects of the medications the woman had been given.

On her way out, the patient thanked many of the people involved in her care and was grateful for the things she had learned.

"This was really satisfying for me," Jodie says.

One of the other reasons Jodie is so satisfied with nursing is because there are so many areas to explore — everything from public health, forensics, and research to surgery, psychia-

try, outpost nursing, and teaching, among other areas. She recommends the ER to anybody who's looking for a fast-paced, challenging, and extremely rewarding workplace. She compares the nursing profession to the offerings in a buffet restaurant, where there is something for everyone.

Clinton Baretto is a community health nurse at Grassy Narrows First Nation, just north of Kenora. He works 50 to 65 hours each week and rarely gets enough sleep, but he says it's all worth it when he sees the smile on a patient's face.

As one of only two nurses serving 800 residents on the reserve, Clinton often finds himself caring for patients whose needs are complex. This means he gets to do a little bit of everything, including community care, primary care, emergency nursing, home visits, immunizations, and much more. Working in a rural setting also means he has become integrated into the small community. "It's really nice," he says. "Your patients are also your neighbours and friends." He's invited to feasts, runs soccer games, goes fishing in his spare time, and was even Santa Claus at the school Christmas party.

Clinton once wanted to pursue a career in the army but says, "When that didn't work out, I was looking for something that would be gratifying, a guaranteed job after school, and, at the very least, a good stepping stone into other things."

That's when he started thinking about nursing. In university he was inspired by his mentor Clinton Betts, a nurse who used to work up north. "He told us all kind of stories, and it sounded like a real adventure and a great opportunity."

Having grown up in Toronto, Clinton Baretto has seen first-hand how

social issues such as poverty, violence, and gangs can affect the health of a community. He sees the impact of these same problems on the reserve as well. He says he loves being a northern nurse because he is able to make a difference. He runs a school program where he talks to students about alcohol and drug abuse, safe sex, and violence.

"I really enjoy my program with the kids, and playing sports with them in the evenings. The nurses up north have a tendency to be older, so the kids have a hard time relating to them." Being 24, he is seen as more approachable. "They usually start talking about pop culture things and eventually all the other stuff that they really want to talk about comes out. It's really nice to be able to do that and be able to work with kids in that way."

He says he'd recommend nursing to anyone because you can do so much with it. "The world's your oyster when you're a nurse," he quips.

Jacqueline McDougall knew nursing was for her in 1996. Her grandmother was very ill at the time and passed away after being hospitalized for only six hours. "The way the nurses were taking care of my family drew me to this profession," she recalls. "It was those six hours that made me see how much a nurse can affect a family's life." She describes the nurses she met during that time as knowledgeable, kind, caring, and comforting, and she knew she had to be a part of the profession.

More than a decade after that experience, with a degree in biology under her belt, Jacqueline graduated from the University of Ottawa's collaborative nursing program and now works at the Queensway Carleton Hospital as an RN on the medicine floor.

Like so many new nurses, Jacqueline finds herself treating people just like her grandmother. The fastest growing sector of Canada's population is over the age of 65, and by 2021 the number of seniors is expected to reach 6.7 million. In her unit at Queensway Carleton, the average age of patients is 78. Jacqueline says the challenging aspect of working with the elderly is that patients tend to have several health concerns at one time. They may have dementia, diabetes, and pneumonia all at once. Caring for these patients has helped Jacqueline improve her assessment and problem-solving skills.

"I go back to my books and make sure I'm fresh and current with all methods of treatment," she says, adding that she often has to think outside the box and be innovative in her approach to dealing with several issues at once. Doing so is part knowledge, part gut instinct.

Caring for five patients during a typical day shift and seven on the night shift, Jacqueline has learned excellent time-management skills. She has also learned how to build relationships with her patients. She says the most rewarding aspect of her job is that her patients are well enough to leave the hospital and return home or to the long-term care facility where they live.

She has also discovered that working on her hospital's medicine floor can be a great way to gain experience if you want to move into the intensive care unit, emergency room, or any other area of nursing. Jacqueline plans to get her master's degree and teach. "With nursing, the possibilities really are endless."



> Jodie Boltuc



> Clinton Baretto



> Jacqueline McDougall

section 3 > where you can go

SUMMER COMPANY

The Summer Company program gives full-time students the opportunity to run their own small business over the summer. Students submit a business plan and attend an interview, and upon being accepted into the program, receive hands-on business training and funding towards the start-up costs of the business. Volunteer members from the local business community team up with Small Business Enterprise Centres and other program providers to deliver guidance and advice to the students on how to operate a successful small business. The rich array of guidance from these program providers and committed volunteers brings out the initiative and creativity of the participants and helps build successful summer enterprises. For more information, visit www.summercompany.ca.



- > Maria Fournier **1**
- > Brian McIntosh **2**
- > Cory Sage **3**
- > Rachel Cracknell **4**

THE BROKEN LIGHTBULB THEATRE TROUPE // Smiths Falls

In its first season, **Maria Fournier**'s travelling theatre company, The Broken Lightbulb Theatre Troupe, performed a comedic play about four of Shakespeare's great tragedies. The play was well received in communities and venues across eastern Ontario and caught the attention of various local newspapers. Maria quickly learned that attracting audiences was a key factor in making her business a success, and, like many entrepreneurs, she used trial and error to identify the best ways of doing so. She says she was "very fortunate to have had excellent coverage in the media. At the end of the summer, when I was putting flyers up for our last show, everywhere I went people had heard of us." Having spent this summer, Maria says, "earning money working my dream job," she is excited about continuing her business next summer.

TIER 1 ENTERTAINMENT // Brampton

Brian McIntosh's music production company, Tier 1 Entertainment, specializes in contemporary genres such as hip hop, R&B, pop, and rap. Using computer software and a midi controller, Brian provided services such as recording, editing, and mixing, and also supplied instrumentals for his clients. The business gave Brian opportunities to travel to other cities, and he even got a chance to network and promote Tier 1 Entertainment at a music producers' event in New York City. Brian realized that, "due to the nature of this industry, I cannot expect to see great success overnight," and his Summer Company experience allowed him to make many contacts and gain much-needed exposure. He also found the mentor meetings were a great way to learn various business skills, such as sales and marketing techniques. Brian has continued reinvesting earnings into Tier 1 Entertainment and plans to carry on providing his top-notch music services.

TROPICAL UTHER // North Bay

Cory Sage had a passion for fish and aquariums and had been thinking about starting a business in the field for six years. "After hearing about Summer Company, I was able to pursue my goal and gain some experience," he says. Several years of working in a pet store had shown Cory there was a need for aquarium and pond maintenance services. Before opening Tropical Uther, Cory capitalized on the power of networking by making contacts, compiling a list of clients, and even securing some long-term contracts. Over the summer, Cory's client base grew as he marketed his company beyond basic maintenance services. His knowledge enabled him to provide other advice and solutions, such as treatment of ill fish, installation of aquariums, and a "fish-sitting" service for fish owners on vacation. Having successfully completed his first summer, Cory plans to continue running Tropical Uther.

RACHEL'S COMFORT FOODS TO GO // Grand Valley

Sixteen-year-old **Rachel Cracknell** enjoys cooking and hopes to become a chef one day. This summer, she got a chance to give it a try by serving up her own fast, healthy, and affordable meals. Targeted to people who don't have time to cook, the meals were sold ready for pickup through Rachel's Comfort Foods to Go. Rachel's cooking was an instant hit, and before long she had a very loyal following that ranged from seniors seeking convenient homemade foods to busy families and customers at a local farmers' market. Responding quickly to customers' demands meant working long, irregular hours but also enabled Rachel to achieve her personal goal of cooking for others all summer long!

section 3 : where you can go

FOUR PATHWAYS TO SUCCESS

Career planning for Grade 7s

What began as a brainstorming idea to assist Grade 7 teachers with career planning turned into a major co-op project.

The Grade 8–9 Transition Program, one of the Ministry of Education's Student Success strategies, incorporates this transition program at Holy Names feeder schools to give them the "heads-up" on postsecondary pathway and career choices.

(below) from Holy Names co-operative education students were required to research and present their interest, and personal co-op experience. Of course, the panel also included a different postsecondary path, the Grade 7 apprenticeship, college, university, and work-

but it is also important to meet the students who very soon start secondary education. Thank you for your time and expertise!

'Notre Dame Elementary School The purpose of getting them thinking about realistic careers was achieved,

"Our Lady of Mount Carmel Elementary School

so goes out to co-op students **Christina Sisti** (Exomedia), **Justin Guignard** (TV Digital), and **Bil Jaques** (TV Cogeco), who were instrumental behind the scenes. Christina created and designed the brochure and booklet for the event, Bil filmed each of the school presentations, and Justin helped to create a polished final product.

From the start, they took pride in being selected and embraced their responsibilities seriously, conducted themselves in a professional product. Most importantly, they made my idea a reality.

Belinda Borrelli, co-operative education teacher, Holy Names High School, Windsor

APPRENTICESHIP

Scott Lawik, cook at Moxie's

COLLEGE

Danielle St. Pierre, firefighter at Windsor Fire and

UNIVERSITY

Kara O'Kane, communications specialist at The Rock

GOALS

Charles Bellmore, home rental consultant at Home Depot



HATS OFF TO SARAH!

Sarah Skye came to Preparatory Programs at the Guelph campus of Conestoga College with a Grade 8 education, looking for career direction.

She enrolled in the Employment/Training Readiness (E/TR) Program in the spring of 2006, where she confirmed her desire to work helping others. When she had finished the E/TR program, she continued her academic upgrading, obtaining an A in preparatory communications and mathematics.

Sarah's excellent interpersonal and organizational skills – which enabled her to attend school full-time while being an excellent parent to her two children – were quickly noted. Hired to provide office support in the Academic Upgrading Office at the Guelph campus, Sarah was indispensable in putting together a major project. Her commitment, dedication, and hard work paid off. Sarah was accepted into the Social Services Program at Conestoga's Doon campus in the fall of 2007.

Sarah says this about the E/TR program: "It helped me determine the steps I would need to take to achieve my educational goals. Through the Academic Upgrading program, I developed the knowledge base and skills necessary to begin my college education. The support and encouragement I received helped me develop confidence in my ability to achieve my dreams."

Sarah is a shining example of how personal determination and educational support can come together to help a student fulfil a dream. Hats off to Sarah!

Therese Morgan, Academic Upgrading Office, Guelph Campus, Conestoga College



Her company and I have been involved in the program (YAP) since Phase 1 initially and have continued to do so through our own apprenticeship, college, and university placement.

I am currently working full-time and have a part-time job at a local business, and I am currently looking for a day co-op placement in Grade 11 as an automotive service technician at B&M Automotive. Afterwards I still wasn't quite sure that I wanted to do that as a career, so I decided to participate in a full-day

co-op placement as a construction and maintenance electrician. I was placed at Phase 4 Electrical as a full-day co-op student. There I worked with a few apprentices who had completed YAP, and all had really enjoyed it. I worked mainly on the construction of Boston

Pizza from start to finish, which was an awesome learning experience. Seeing all my work pay off was rewarding. Through co-op, I was offered the opportunity to become an apprentice at Phase 4 Electrical. I accepted, and now all the hours that I've done in co-op count towards my apprenticeship, so I get a foot in the door before graduating. I've been signed up for an apprenticeship, achieved high school credits, finally made a career choice, and worked at a part-time job during the school year, as well as at a summer job. That's a win-win situation.

Graeme Hutchison

section 3 > where you can go

ENVIRONMENTAL TECHNOLOGY

It's not all downhill for **Shale Irwin**, but she does expect to get in a little skiing to go with her dream job and life in a city she loves. Shale has studied in three provinces – Ontario, Alberta, and British Columbia – and now she has a job with Environment Canada that will allow her to combine her passion for the environment, her love of skiing, and her fondness for life in Vancouver. "My hope is to love my job and be very proud of it," she said just days before graduating in December 2007 from Fanshawe College with a diploma in environmental technology. With school behind her – including a Bachelor of Science degree from the University of Calgary – she moved from London to Vancouver to begin work with the water-quality monitoring group at Environment Canada.

Her journey west started in London, where she first studied at the University of Western Ontario. After two years, she followed her brother to Banff, partly because of the great skiing there. She finished her geography degree at the University of Calgary in 2002, but she didn't really feel ready for the workforce. "I felt I wasn't trained enough. I wanted a more practical education," she says. That led to Fanshawe College and the three-year Environmental Technology Program, which included four co-op terms.

The last co-op session, ending in August 2007, was with Environment Canada in Vancouver. That led to her current job, a six-month contract position she hopes will turn into long-term employment. Her new job will take her all over British Columbia, sometimes by helicopter, to take water samples. A frequent stop will be Whistler during ski season.

"My hope is to love my job and be very proud of it."



Scott Schoengen had a difficult time in high school. He didn't do well on exams, handed in few assignments, and often felt like he didn't fit in socially. He dropped out just a few credits short of obtaining his Grade 12 Ontario Secondary School Diploma, when he was offered an entry-level software job.

Scott worked at this job for five years but wasn't advancing in his career. When he left this job to find another, he learned that his experience didn't count for much without a diploma. He bounced from one job to another, mostly unskilled and usually low paying.

In between jobs he didn't like and unemployment, Scott heard about the YMCA Youth Employment Services. Scott underwent testing there and discovered that he had a strong aptitude for working with his hands. With encouragement from his family, Scott decided to return to school. He knew that a postsecondary education was the only way he would find a satisfying job that would provide him with financial freedom.

Scott enrolled in the Industrial Mechanical Millwright Program at Cambrian College. He knew right away he had found the right program, and he excelled at it. He got involved in student life and became vice-president of the Students' Administrative Council.

Scott graduated from Cambrian College and is currently employed as a well-paid millwright apprentice by a large local mining company. He now has the financial security he wanted and works at a job that he loves.



TURNING A PASSION INTO A CAREER

I'm a Grade 12 student at Holy Cross Secondary School in St. Catharines, and I'm currently enrolled in the co-op program. Earlier this year, I was involved in the Apprenticeship Preparation Course (APC) program. This program taught me many things and brought out the best in me. It gave me the chance to show my passion for food, put my skills to work, and compete against my peers in the culinary world.

Before I enrolled in the APC program, I was trying to decide what I would do in the future. Now, knowing that I can turn my passion into a career has made life a whole lot easier.

The co-op program has introduced me to the reality of the workforce and given me the opportunity to meet many great cooks and chefs. I am doing my placement at Queen's Landing, a hotel in Niagara-on-the-Lake, and I couldn't be happier. I feel very honoured to have this opportunity to work under chefs Andrew Diamond, Tim Cavanaugh, Carol Lean, Iris, and our new head chef James Olberg. All of the staff at Queen's Landing have been wonderful!

"Nothing beats having the security of knowing that you can turn the things you love to do into a career"

Being a part of Queen's Landing has been an incredible experience and made me understand food on a whole new level. I have had the chance to be involved in preparing food for many different events, from weddings and banquets to Passover, a Jewish religious festival at which special kosher foods are served. Experiencing events like these at such a young age feels good.

My co-op program requires me to have 330 hours of experience by June 15th, but I have already exceeded the requirements. I go to my placement on weekends and extend my hours during the day because I enjoy being there. The wonderful experiences that I have had have influenced me to continue exploring this culinary world. Next year, I hope to return to high school to complete the requirements for the Specialist High Skills Major in Hospitality and Tourism, which will give me industry certifications and more training and experience in culinary skills. Nothing beats having the security of knowing that you have a foot in the door to your future and that you can turn the things you love to do into a career. **Solomon Chau**



section 3 : where you can go

DETERMINATION

Stephanie Pilon is a 2007 graduate of the Social Service Worker program at St. Lawrence College. Nominated by her peers and her professors, she was the valedictorian at the convocation ceremony. She is now studying psychology and women's studies at the University of Ottawa.

Stephanie's success is admirable in itself. When you learn, however, that Stephanie was born blind, her achievements become even more impressive. She has surmounted many difficulties, not only with getting through her studies, but also with simply finding her way around campus. Stephanie jokes that she never fell down the stairs once. The Cornwall campus is small compared to many college campuses in Ontario, but it has close to 900 full-time students and 2,800 part-time students. There are two three-storey buildings, several stairwells, and numerous hallways. Stephanie is thankful to the students, the staff, and the professors who assisted her through the first few weeks at college. Once she got the floor plans well instilled in her mind, Stephanie found her way around splendidly and was able to devote her energies to the academic side of her experience.

Stephanie is a very positive person and feels lucky in many ways. Even though she is unable to see, she recognizes and admires other students who struggle with other difficulties: those who have children and families to deal with as they try to find time for their studies, and those who have to work, and sometimes at more than one job, to help finance their education while they try to find time to study. Meanwhile, the rest of us are inspired by Stephanie, the achievements she has accomplished, and her determination to follow her dreams.

WHERE STEPHANIE'S MEANT TO BE

A co-op placement at the Credit Valley Hospital Rehabilitation Unit is one of the steps along my road to a career in nursing. Working with the patients, nurses, and other co-workers has opened my eyes to the many occupations available in a health-care environment. I have developed major skills working in the unit. Teamwork, working safely, and the ability to organize a variety of tasks are critical to the success of a health-care professional. My daily tasks at the hospital follow a routine. I was fortunate to have completed a health-care course at Cardinal Leger Secondary School (Dufferin Peel Catholic District School Board) in Brampton that helped me make the transition to a hospital environment. I feel that the course gave me insight into the tasks and duties that I perform in my placement. That course provided the training required for bed making, patient positioning, wheelchair use, and, more importantly, patient communication. This background gave me the confidence to apply what I learned and gain further training in blood-sugar and blood-pressure measurement, patient transfers, patient hygiene, and one-on-one patient care.

My co-op placement has been a window into a hospital environment and nursing in particular. I now realize that it's not all glamour like we see on the popular television shows. This is real; the people are real and the illnesses are real. The people I work with give me daily support and encouragement, while providing a realistic view of the nursing profession. Co-op has served as a reality check, letting me know what is in store for me in the years to come.

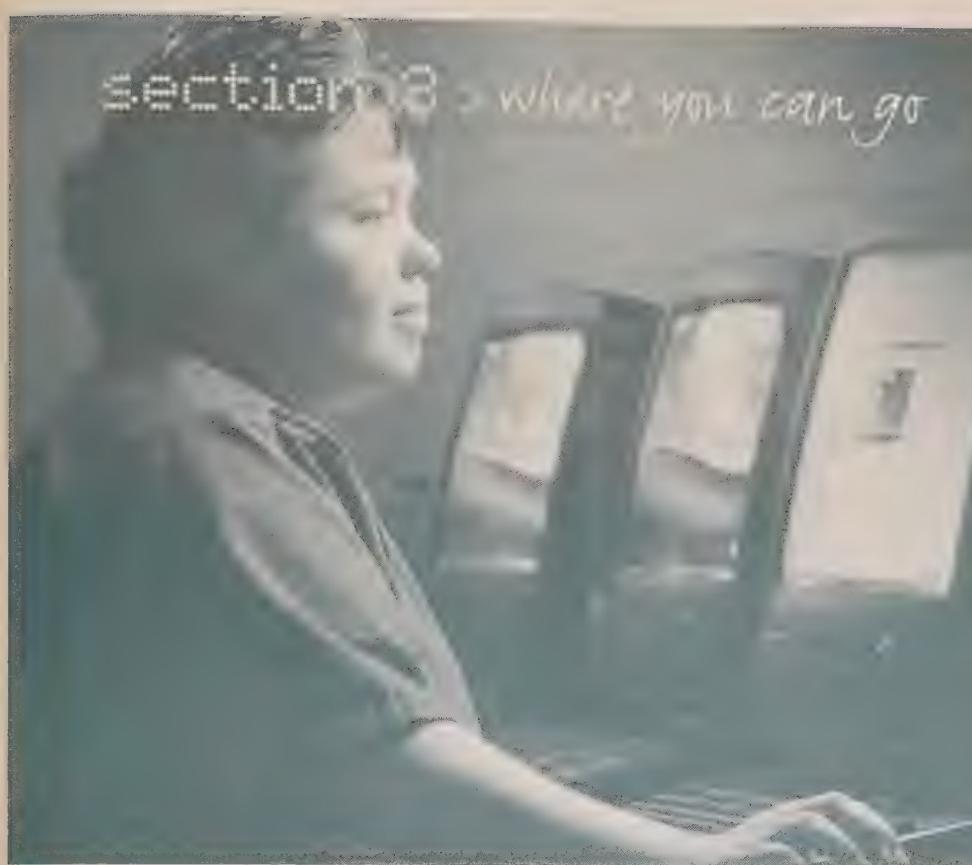
At times it's quite scary and I think I might not make it through the day. It's at those times that I remember the smile Ms. Smith gave me after I guided her on a walk, because she's about 80 per cent blind and cannot find her way around. I remember Mr. Jones's laugh and his jokes after we helped get him out of bed, because he suffered a stroke and is paralyzed on his right side. I fondly remember the simple thank you from the patients after playing a hand of cards in the middle of a hectic day. Those moments make every second of work and learning at this placement worth it. Maybe nursing is just where I'm meant to be.

Stephanie Faria

"It's not all glamour ... the people are real and the illnesses are real."



section 3 > where you can go



Student Without Borders

or months I wa

"I will never forget the friends and experiences I encountered in Vietnam."



OYAP – A Complete Experience

Sam Chapelle began perfecting his fitting, fabricating, and welding skills at a young age. For as long as he can remember, Sam has been working with metal, bending, shaping, and transforming it into something better. Sam's parents have always supported their son's hobby, but when they realized it is a viable pathway to a career, they embraced the Ontario Youth Apprenticeship Program (OYAP) totally.

Admittedly, Sam was not a straight-A student; he had difficulty seeing the link between the classroom and the world of work. The apprenticeship program has given him a much clearer picture of his future

and the options now available to him. Sam began his placement at Bellevue Fabricating in Belleville, Ontario, on September 14, 2007, and was hired the following Monday. Troy Eggleton, Sam's supervisor and committed OYAP supporter, is impressed with Sam's maturity level and natural ability. "Our company realizes the importance of supporting the skilled trades, and Sam would be a very welcome addition to our organization," reports Troy.

Sam is one of a growing number of successful students enrolled in OYAP at Nicholson Catholic College. In six short years, the program has grown from a total enrollment of 5 students to 240 students, with 22 of these registered as

apprentices. The program is now well established and respected in both the educational and workplace communities, and these partnerships continue to grow.

As a result of a coordinated effort between the school board and his employer, things have really come together for Sam. He has been given the opportunity to perfect and expand his skills while forging some excellent friendship with the talented individuals at Bellevue Fabricating.

Sam says, "I think OYAP is a great program because it takes the guesswork out of choosing a career. It is a complete experience."

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A PROFESSIONAL BRIDGING PROGRAM FOR NEWCOMERS

The Professional Access and Integration Enhancement (PAIE) Program is a bridging program run by Toronto and Region Conservation (TRCA) and funded by the Immigration Branch of the Ministry of Citizenship and Immigration. With over 50 years of experience, TRCA helps people understand, enjoy, and look after the natural environment. Our vision is for "The Living City" - a cleaner, greener, and healthier place to live, for you today and for your children tomorrow. For more information, call 416-661-6600 or visit the TRCA website at www.trca.on.ca.

I joined PAIE program in 2007. I started my placement at Groundwater Environmental Management Services Inc. (GEMS) in December 2007. I am grateful to the PAIE Program for giving me the opportunity to learn about professional practice in Ontario. I am grateful to my supervisor, Dr. Michael Doherty, for his support and guidance. He has been a great mentor. I am grateful to the PAIE Program for providing me with the opportunity to work with professionals in different fields and projects. I gained quite specific experience in career planning, and interacting with colleagues. For me, it was a great experience to work for Doherty Consulting Limited, my host organization. I became part of the company's team of professionals, received a lot of feedback from other members of the team, and kept learning about planning in Ontario. Finally, I was hired as a full-time employee in November 2007.

Eniber Cabrera

Eniber has a bachelor's degree in urban planning from Simon Bolívar University in Venezuela and a master's degree in management from Hamline University in Saint Paul, Minnesota. She has been a permanent resident in Toronto since August 2006. Eniber has eight years of professional experience as a consultant in environmental engineering.

I moved to Canada about five years ago from Armenia. I came with a doctoral degree in geology and had over 12 years of experience in mineral exploration and environmental assessment. I had great difficulties in finding a suitable position in the professional field. Over a year ago, I started as a geoscience participant in the PAIE Program.

The workshop phase of the program helped me improve my communication skills and learn about relevant legislation and professional practice standards in Ontario. I am grateful to all of the instructors for their effort to provide participants with the information needed to succeed professionally in Ontario. In the second phase, the PAIE Program helped me find a placement with Groundwater Environmental Management Services Inc. (GEMS), an environmental consulting company.

The supportive environment at GEMS and mentoring of senior staff allowed me to quickly gain the practical skills I needed to carry out professional work confidently. My PAIE Program placement resulted in my host company offering me a permanent position, and I am currently working there as an environmental scientist. Additionally, experience gained through the PAIE Program allows me to become a member of the Association of Professional Geoscientists of Ontario, which could open other professional opportunities.

The PAIE Program has done an excellent job in helping participants gain hands-on experience through job placements. I would like to thank the Government of Ontario for creating and supporting the PAIE Program. In my experience, the PAIE Program is the best professional program for newcomers, and I hope it will be supported in the future.

Mihran Aslanyan



I was born in Krasnodon, Ukraine, and immigrated to Canada in the summer of 2003. I received a master's degree in hydrology and geological engineering from South-Russian National Technical University in 1993 and have 10 years of professional international experience in stormwater management and engineering design, as well as in mining geology, and hydrogeology engineering.

In order to pursue my professional career in Canada, I became a participant in the PAIE Program. This program allowed me to obtain specific knowledge in environmental protection technologies and methodologies applicable in Canada and, in particular, in Canadian legislation, to learn the Canadian working environment from inside, and to become a member of the Association of Professional Geoscientists of

Ontario. In addition, I was able to enhance my professional English vocabulary and improve my English writing skills.

The PAIE Program for me was the bridge into the Canadian professional world. After a nine month work placement, I got a full time professional position at W.B. Beatty and Associates Limited. I would like to thank all partners and participants in the PAIE Program for their incredible efforts to help new Canadians like me succeed in our professional careers. I hope that my professional experience and background will be beneficial for the Canadian workforce and society.

Yuriy Tsybul

section 3 > where you can go

A Drive to Learn

Will Carruthers, a 17-year-old student at Strathroy District Collegiate Institute (SDCI), is currently completing his second term in the Ontario Youth Apprenticeship Program. He is registered as an automotive service technician at Larry MacDonald Chev-Olds in Strathroy. "Will has been an outstanding co-op student, with a real talent for automotive repair," says Murray Waters, his placement supervisor. "He is a conscientious worker with a real drive to learn. He has earned the respect of the other employees and fits right into our team."

Will competed in the 2007 regional Skills Canada Small Engine Competition and finished a very respectable second after disassembling, measuring, and reassembling a 6.5-horsepower overhead valve engine. Will has taken all the transportation courses offered at SDCI and is always at the top of the class.

"Will's interest and drive have distinguished him as a very capable automotive student," says Todd Lang, his transportation technology teacher. "Like all successful students, Will possesses these key elements. There is no doubt that he could master this or any other technological job."

Darryl Slywchuk, Will's co-op monitor, has nothing but praise for Will's efforts and achievement. "As well as performing well on the job, Will never loses sight of his academic responsibilities and does a first-class job on his assignments."

Will is planning to enrol either in the motive power course at Fanshawe College in London or in the General Motors Automotive Service Education Program, to further his plans to become a class A mechanic.

WILL HAS THIS TO ADD

- How is the experience in the other institutions?
- We can add more people to our institution
- Increase our confidence and ensure our success
- Want to use a lifetime care



> Will Carruthers 1

**GO OUT
THERE AND
NETWORK!**

Nursing is not just an academic program; it is a profession. The Bachelor of Science in Nursing program clearly makes the connection between the knowledge side of nursing and the professional side.

The faculty, students, and professional organizations advocate for students to become actively involved in the profession of nursing, to enrich and enhance the learning and development of present and future nurses. This is crucial to building a system that can support and sustain itself. One of the most important things to remember is that nursing is a very social profession. To get the most out of nursing, be as social as possible: go out there and network, get involved in your local school, and work closely with other nursing professionals who will guide you.

Nursing is a caring profession, and caring has no boundaries. With this philosophy, I got involved with nursing student organizations such as the Canadian Nursing Students' Association and the Nursing Students of Ontario (NSO), of which I am the current president. But this is just the tip of the iceberg; there are many nursing associations with which to get involved and many activities and

conferences that will enrich your life. I have been to conferences across Canada and to the International Council of Nurses conference in Taiwan. The Model World Health Organization, organized by the NSO and created by NSO executive director Jennifer Yoon and me, reaches out to all health profession students to encourage them to become involved in health matters internationally and to mobilize resources to bring about change.

Nursing has two streams of studies at the postgraduate level – the academic and the practical. Students can pursue their academic dreams from a bachelor's degree all the way to a doctorate, or they can learn the expanded clinical role of a nurse practitioner. This practical aspect of academics makes nursing particularly interesting, marrying the knowledge with the competencies of nursing.

I am about to graduate from the bachelor's degree nursing program and will soon have to choose whether to pursue post-graduate education or move into the workforce. My friends and the networks I can tap into will definitely help guide me to become a professional who works to promote health for all.

Vincent Chapland Lee



COMING UP IN THIS ISSUE

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TOGETHER WE ROCK!

Since graduating from Durham College's journalism program in 2005, **John Draper** has made some outstanding career and community achievements, earning a place as one of the most distinguished graduates in the college's 40 year history.

John demonstrates his sense of entrepreneurship through his business, Together We Rock! Since its creation in 2006, the company has promoted leadership and learning through a series of presentations and a school program designed to promote accessible and inclusive communities. As an individual with a disability, John uses his personal experiences and sense of humour to inspire citizens to effect social change. To date, over 5,000 people have responded positively to his Together We Rock! message.

Both before and after graduating, John received numerous awards and accolades, including becoming the first-ever recipient of the Durham College/University of Ontario Institute of Technology Accessibility Advocate Award for his tireless work in promoting accessibility for all individuals on campus and throughout the community.

He also earned the Glenn Crombie Memorial Award in 2005 from the College Committee on Disability Issues, for his outstanding contributions to students with disabilities or to the field of disability services in the Ontario college system. That same year John received the Lisa Christine Evans Memorial Scholastic Achievement Award (a US award) in honour of his "altruistic efforts to enlighten minds and enhance the future of education." In June 2007, Durham College recognized John as an Alumnus of Distinction at its convocation ceremony.

"Durham College," says John, "provided the opportunity to enhance my knowledge and skills in journalism enabling me to pursue a career as an entrepreneur in the communications field."

He is a member of the Canadian Association of Journalists and the International Society for Augmentative and Alternative Communication. As a volunteer, he served on the Canadian Committee for the United Nations on the Rights of the Child, established by the Canadian Institute of Child Health. He is currently a member of the TD Canada Trust Accessibility Advisory Group, as well as a research contributor to the Micro Enterprise Employment research project for Pennsylvania State University.

John has contributed articles to several newspapers and other publications. He frequently visits his alma mater as a guest lecturer, promoting accessible and inclusive communities.

JOHN'S ADVICE:

"Always believe in your potential; be committed to your dreams even in the face of challenges, and you can realize success."



"I absolutely love my job and the direction it is taking me."

ATTITUDE IS EVERYTHING

As a high school student, **Marisa Havens** was interested in becoming an engineer but decided she preferred a more "hands-on" approach. "The Project and Facility Management program at Conestoga College seemed like the perfect opportunity for the future career I was seeking," she says.

At Conestoga, Marisa received numerous scholarships and awards, including the President's Degree Entrance Scholarship, and the Architecture Academic Proficiency Award in her first, second, and third years. She was also named the recipient of the provincial and national Co-op Student of the Year Award in 2006 by Education at Work Ontario and the Canadian Association for Co-operative Education. Her program involved four work-term opportunities, but she discovered her true niche when she worked for Aecon Industrial in the construction project management field. This co-op experience led to her current role as a project coordinator for the same company.

In this capacity, Marisa is responsible for budget administration and effective planning and scheduling of work, which involves a wide range of communications with field personnel, subcontractors, engineering firms, and clients. She troubleshoots issues with all of these players and ensures that management is aware of progress and any risks or problem areas. "I absolutely love my job and the direction it is taking me."

The program Marisa took provided a solid basic understanding of the fundamentals of the construction industry, and the co-op work terms offered val-

able experience. Group studio projects on campus also allowed for students to choose a role on the basis of their career interests. Once Marisa decided on project management, she took this role in studio group assignments. "This allowed me to gain valuable leadership experience through focusing specific interests of individual team members on one common goal," she says.

When asked about her fondest memory of Conestoga, Marisa spoke warmly about the all-nighters before studio presentations. Although stressful at the time, these sessions provided moral support and an opportunity to form true friendships and bonds.

Her advice for new graduates? "Attitude is everything." Marisa firmly believes in treating everyone with respect and kindness. "Although your position may be more prestigious than someone else's, that doesn't mean you can't learn something from everyone you meet," she says. "Your everyday interactions speak louder than you ever could. They define who you are."

Education > how you can get there

THE ILC ALTERNATIVE

Do you know someone looking for an alternative way to earn his or her diploma? For students of any age, the Independent Learning Centre (ILC) offers varied options for obtaining a diploma or academic credits.

DAY SCHOOL PROGRAM

Students in high school who need to be away from class for extended periods due to athletic or artistic pursuits or for health reasons can ask their guidance office about taking ILC courses as a way to earn their credits.

EXTRAVARS

Adults who left the educational system before earning a diploma can enrol in our high school credit courses at any time of the year. Courses are presented in a blended learning format, which gives students the flexibility to take control of their studies and learn in a way that suits them best. Many people take specific credit courses to qualify for admission to postsecondary programs, while others just want the satisfaction of finally having that diploma!

GED TEST

The General Education Development (GED) test is a series of tests that allows candidates to prove that they have acquired knowledge, through training and other experience, that is equivalent to that of a high school graduate. The tests can be written year-round in English or French at various testing locations across the province. People who pass the intensive seven-hour test will receive the Ontario High School Equivalency Certificate, generally accepted for admission to postsecondary programs and for advancement in the workplace.

CELEBRATING STUDENT SUCCESS

Every year, the ILC hosts a graduation and awards ceremony to celebrate the achievements of its students. Last November, students gathered from across Ontario at the Royal Ontario Museum to don cap and gown and accept their high school diploma or equivalency. For many, the moment came after years of studying between jobs, caring for children, or treatment for illness.

This year, the Honourable Kathleen Wynne, Ontario Minister of Education, presented diplomas to graduates and congratulated each one of them for their commitment to lifelong learning.

Education continues in various ways, including voluntary diploma credits from one of the students. At the ILC, one student is helping others obtain their recognition. The above speaker was Roy Daniels-Heen, who completed his credits with the ILC recently, making him the first student to do so.

Roy, 21, recently graduated in his first year of the Royal Ontario Museum's Art Teacher Diploma. His journey through postsecondary education was tough and challenging. "Graduation from high school is not considered an accomplishment for many; however, given my difficult circumstances, graduating from high school is one of my greatest accomplishments."

For a few years, Roy was unable to attend the traditional school system, but he had a dream of working with troubled youth. He knew that the only way for him to do this was to complete his high school education and get to college. With the help of his aunt and after many Internet searches, he discovered the ILC. At first he found it difficult, but motivation from several sources helped Roy persevere. "My family really motivated me and the excitement of attending college did, too," says Roy. "The [ILC] guidance counsellor and my teachers were extremely supportive. Overall, I am very grateful to the ILC in many ways. The variety of courses and support that students are given is outstanding."



Roy has a few simple goals in life: to fulfil his parents' wish for him to graduate from college, to be a positive role model to his younger siblings, and to become a functional member of this society. Through his hard work and the help of the ILC, Roy is well on his way.

FINANCING YOUR POSTSECONDARY EDUCATION

Do you know what you owe in your chosen postsecondary choice or think about how to pay for them? Your bank and your financial advisor and the earlier you plan ahead, the better prepared you will be for the costs of further your education.

TIPS:

- > Plan early and save money from your parents, savings, other sources, and move toward your goal.
- > Do not delay out to apply for financial aid or loans, as soon as possible to postsecondary institutions, government, and companies that may understand what the student needs. It is never too late to start saving, so start now! It is always better to give yourself more time to plan and save.
- > Make sure your family has applied to the Registered Education Savings Plan.
- > Look for financial support from the Ontario Student Assistance Program by visiting <http://ospa.gov.on.ca>.
- > When you're ready to apply, visit www.ontario.ca/applyforpostsecondary for more information on how to apply for postsecondary financial aid.
- > Ask your family for assistance. Whether it's financial or emotional, it's important to have help.
- > Use the Internet to research opportunities and government programs that are available to help you pay for postsecondary education.
- > Contact your teacher, guidance counsellor, or financial advisor for advice.
- > Check out your local library, bookstore, or financial institution for brochures and books on financing postsecondary education.

YOU CAN LEARN MORE AT THE FOLLOWING WEBSITES:

- > www.ontario.ca/applyforpostsecondary
- > www.ontario.ca/financialaid
- > www.ontario.ca/ospa
- > www.ontario.ca/ontariostudentaid
- > www.ontario.ca/ontariostudentaid

Contact the ILC for more information:

- > www.ilc.on.ca
- > Telephone: 1-800-665-1000
- > Fax: 1-800-665-1000
- > E-mail: info@ilc.on.ca
- > www.ilc.on.ca



INDEPENDENT LEARNING CENTRE
CENTRE D'ÉTUDES INDÉPENDANTES

section 4 > how you can get there

> LABOUR MARKET INFORMATION >

WHERE CAN I FIND OUT MORE?

WHERE CAN I FIND OUT MORE?

section 4 > how you can get there

> L M I >> >

As our population grows older, we will require more frequent and more specialized medical care. Older individuals will also want to maintain connections with careers and family for as long as possible. Therefore, expect to see continued growth in fields that cater to these needs.

JOBs THAT LOOK PROMISING

- > Dental assistants help dentists during the examination and treatment of patients and perform clerical functions.
- > Optometrists examine eyes, prescribe and fit glasses and contact lenses, and recommend treatments to correct vision problems or ocular disorders.
- > Ambulance attendants and other paramedical workers administer pre-hospital emergency medical care to patients and transport them to hospitals or other medical facilities for further medical care.
- > Medical radiation technologists operate radiographic equipment and other diagnostic tools to produce images of the body for the diagnosis of injury and disease, and operate radiation therapy equipment to administer radiation for the treatment of disease.
- > Pharmacists working in retail and hospital settings dispense prescription drugs and provide consultative services to clients and health-care providers. Industrial pharmacists participate in the research, development, and manufacturing of pharmaceutical products.
- > Registered nurses provide nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.
- > General and family physicians diagnose and treat the diseases, physiological disorders, and injuries of patients.
- > Physiotherapists assess patients and plan and carry out individually designed treatment plans to maintain, improve, or restore physical functioning, alleviate pain, and prevent dysfunction in patients.

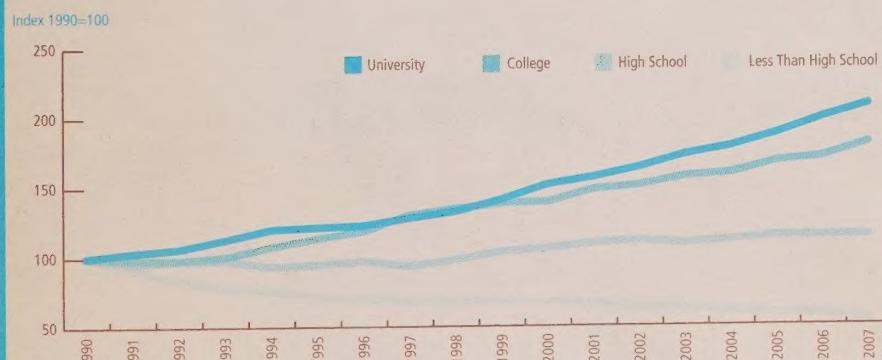
WHERE CAN I FIND OUT MORE?

- > Canadian Council of Technicians and Technologists / www.cctt.ca
- > Canadian Dental Association / www.cda-adc.ca
- > Canadian Institute for Health Information / www.cihi.ca
- > Canadian Medical Association / www.cma.ca
- > Canadian Nurses Association / www.cna-nurses.ca
- > Ontario Dental Hygienists' Association / www.odha.on.ca
- > Registered Nurses' Association of Ontario / www.rnao.org

EDUCATION + SKILLS = SUCCESS

Employers are increasingly demanding workers with higher levels of skill and education. Between 1990 and 2007, employment of individuals with university education in Ontario more than doubled. Employment for college graduates continues to increase. Employment growth among those with high school education increased only marginally, while employment among those with incomplete high school education declined.

Employment Growth by Level of Education in Ontario (1990 to 2007)



Source: Statistics Canada, Labour Force Survey. * Year to date (November) estimate for 2007.

www.ontario.ca/employmentontario

EMPLOYMENT ONTARIO

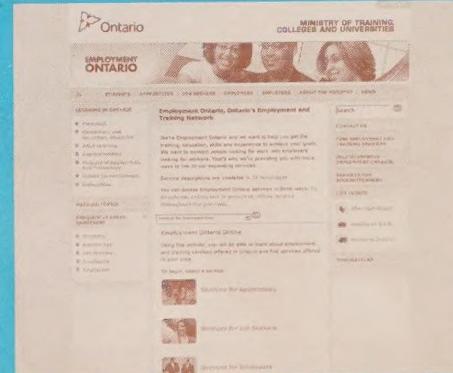
www.ontario.ca/employmentontario

It's a place to start when you don't know where to start! The Employment Ontario website directs students who are looking for summer jobs and people looking for employment or who want to start their own business or become apprentices to the information they need to help make their search a success.

The website features a database that provides information about local service delivery partners, so you can find out what resources are available in your own neighbourhood. It also provides detailed program descriptions – not only in English and French, but also in 23 other languages, including Aboriginal languages.

Here's a hint on how to use the website to gain an edge when you look for a job: check out the section for employers, and when you go for an interview, bring along information about wage incentives for employers that may encourage a business to hire you!

If you have a question about a program, call the Employment Ontario hotline at 1-800-387-5656, or 416-326-5656 in Toronto.



POSTSECONDARY OPPORTUNITIES

Your guidance office and your local library have university and college calendars.

COLLEGES

www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
admissions 613-727-0002
register 613-727-4723, ext. 5021
toll free 1-800-565-4723
www.algonquincollege.com

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
 Sudbury, Ontario P3A 3V8
phone 705-566-8101
register 705-566-8101, ext. 7300
toll free 1-800-461-7145
www.cambrianc.on.ca

Canadore College of Applied Arts and Technology
100 College Dr.
PO Box 5001
North Bay, Ontario P1B 8K9
phone 705-474-7600
register 705-474-7600, ext. 5123
www.canadorec.on.ca

Centennial College of Applied Arts and Technology
PO Box 631
Station A
Scarborough, Ontario M1K 5E9
phone 416-289-5000
toll free 1-800-268-4419
www.centennialcollege.ca

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
phone 705-560-6673
toll free 1-800-361-6673
www.borealc.on.ca

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
phone 519-748-5220
www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr.
PO Box 398
Station F
Thunder Bay, Ontario P7C 4W1
phone 807-475-6110
toll free (Ontario, Manitoba) 1-800-465-5493
www.confederationc.on.ca

Durham College of Applied Arts and Technology
PO Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
phone 905-721-2000
toll free 1-800-461-3260
www.durhamcollege.ca

Fanshawe College of Applied Arts and Technology
PO Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
phone 519-452-4100
www.fanshawec.on.ca

George Brown College of Applied Arts and Technology
PO Box 1015, Station B
Toronto, Ontario MST 2T9
phone 416-415-2000
toll free 1-800-265-2002
www.georgebrown.ca

Georgian College of Applied Arts and Technology
1 Georgian Dr.
Barrie, Ontario L4M 3X9
phone 705-728-1951
www.georgianc.on.ca

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
phone 416-675-6622
www.humberc.on.ca

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
phone 613-742-2483
toll free 1-800-267-2493
www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7S 6K4
phone 519-542-7751
www.lambton.on.ca

Loyalist College of Applied Arts and Technology
PO Box 4200
376 Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
phone 613-969-1913
www.loyalistic.on.ca

Mohawk College of Applied Arts and Technology
Fennell Ave. and West 5th Street
PO Box 2034
Hamilton, Ontario L8N 3T2
phone 905-575-1212
www.mohawkcollege.ca

Niagara College of Applied Arts and Technology
300 Woodlawn Rd.
Welland, Ontario L3C 7L3
phone 905-735-2211
admissions ext. 7618
www.niagarac.on.ca

Northern College of Applied Arts and Technology
4715 Highway 101 East
PO Box 3211
Timmins, Ontario P4N 8R6
phone 705-235-3211
www.northernc.on.ca

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
phone 519-966-1656
admissions 519-972-2759
www.stclaircollege.ca

St. Lawrence College of Applied Arts and Technology
100 Portsmouth Ave.
Kingston, Ontario K7L 5A6
phone 613-544-5400
www.sl.on.ca

Sault College of Applied Arts and Technology
PO Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
phone 705-759-6774
toll free 1-800-461-2260
www.saultc.on.ca

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
phone 416-491-5050
www.senecac.on.ca

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
phone 905-845-9430
www.sheridaninstitute.ca

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealey Dr.
Peterborough, Ontario K9J 7B1
phone 705-749-5530
www.flemingc.on.ca

UNIVERSITIES AND OCAD

www.uac.on.ca

For information on admission requirements, programs, fees, and residences, contact:

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
phone 905-688-5550
www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
phone 613-520-7400
toll free (Ontario, Quebec) 1-888-354-4414
www.carleton.ca

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
phone 519-824-4120
www.uoguelph.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
phone 807-343-8110
toll free (Ontario, Manitoba, Saskatchewan) 1-800-465-3959
www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
phone 705-675-1151
toll free 1-800-263-4188
www.laurentian.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
phone 905-525-9140
www.mcmaster.ca

Nipissing University
PO Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
phone 705-474-3450
toll free 1-800-655-5154
www.unipissing.ca

Ontario College of Art & Design (OCAD)
100 McCaul St.
Toronto, Ontario M5T 1W1
phone 416-977-5311
www.ocad.ca

University of Ontario Institute of Technology
2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
phone 905-721-8668
toll free 1-866-844-UOT (8648)
www.uoit.ca

University of Ottawa
550 Cumberland St.
Ottawa, Ontario K1N 6N5
phone 613-562-5800
toll free 1-877-868-8292
www.uottawa.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
phone 613-533-2000
www.queensu.ca

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
phone 613-541-6000
www.rmc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
phone 416-979-5000
www.ryerson.ca

University of Toronto
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
phone 416-978-2011
www.utoronto.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
phone 705-748-1011
toll free 1-888-739-8885
www.trentu.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
phone 519-885-1211
www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
phone 519-661-2111
www.uwo.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
phone 519-884-1970
www.wlu.ca

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
phone 519-253-4232
toll free (Ontario, Quebec) 1-800-864-2860
www.uwindsor.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
phone 416-736-2100
www.yorku.ca

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North/Contact Nord: Distance Education and Training Network

If there is no listing for Contact North/Contact Nord in your local telephone book, call 1-877-999-9149, go to www.contactnord.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters
1139 Alloy Dr., Suite 104
Thunder Bay, Ontario P7B 6M8
phone 807-344-1616
fax 807-344-2390

Northeast Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
phone 705-560-2710
fax 705-525-0136

Eastern & Southern Ontario Distance Education and Training Network
toll free 1-866-920-8283
www.contactbrucecounty.ca
www.contactchathamkent.ca
www.contacthastingscounty.ca
www.contactcarleton.ca
www.contactprescottrussell.ca

Seven Generations Education Institute
1455 Idylwild Dr., PO Box 297
Fort Frances, Ontario P9A 3M6
phone 807-626-1880
fax 807-622-1818
toll free 1-866-636-7454
www.oshi.ca

Six Nations Polytechnic
PO Box 700
Ohsweken, Ontario N0A 1M0
phone 519-445-0023
fax 519-445-4416
www.snpolytechnic.com

The office:
Aboriginal Institutes' Consortium
188 Mohawk St.
Brantford, Ontario N3S 2X2
phone 519-759-3725
fax 519-759-5616
www.aboriginalinstitute.com

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges, visit:

www.serviceontario.ca/pcc

Or contact:
Superintendent of Private Career Colleges
Ministry of Training, Colleges and Universities
900 Bay St., 9th Floor, Mowat Block,
Toronto, Ontario M7A 1L2
phone 416-314-0500
fax 416-314-0499
toll free 1-866-330-3395
www.edu.gov.on.ca/eng/general/private.html

ABORIGINAL INSTITUTES' CONSORTIUM

Anishinabek Educational Institute
311 Jubilee Rd.
RR1 Muncey-Delaware First Nation
Muncey, Ontario N0L 1Y0
phone 519-289-0777
fax 519-289-0379
Click on "Anishinabek Nation" and then "Anishinabek Directory."

First Nations Technical Institute

3 Old York Rd., RR1
Deseronto, Ontario K0K 1X0
phone 613-396-2122
fax 613-396-2761
www.fnti.net

Iohah:i:lo Akwesasne Adult Education
PO Box 579
Cornwall, Ontario K6H 5T3
phone 613-575-2754
fax 613-575-1478

Kenjgewin Teg Educational Institute
30 Lakeview Dr., PO Box 328
M'Chigeeng First Nation, Ontario P0P 1G0
phone 705-377-4342
fax 705-377-4379
www.ktei.net

Ogwehoweh Skills and Trades
Training Centre
16 Sunrise Court, PO Box 69
Ohsweken, Ontario N0A 1M0
phone 519-445-2222
fax 519-445-4777
www.osstc.com

Osaki-Pimache-O-Win Education and Training Institute
106 Centennial Square, 3rd Floor
Thunder Bay, Ontario P7E 1H3
phone 807-626-1880
fax 807-622-1818
toll free 1-866-636-7454
www.oski.ca

Seven Generations Education Institute

1455 Idylwild Dr., PO Box 297
Fort Frances, Ontario P9A 3M6
phone 807-274-2796
fax 807-274-8761
www.7generations.org

section 4 : how you can get there

PASSPORT TO PROSPERITY is an employer-led province-wide campaign to promote the importance of work experience opportunities for high school students to help them prepare for the transition from the classroom to the workforce. Opportunities include experiential learning programs, career talks, worksite visits, job shadowing, and cooperative education placements, which include the Ontario Youth Apprenticeship Program and the Specialist High Skills Major programs. The campaign is sponsored by the Provincial Partnership Council of employers, the Ontario Ministry of Education, and the Ontario Ministry of Training, Colleges and Universities and is delivered through the Ontario Business Education Partnership of business-education councils and local training boards across the province.

Students, ask your teachers about workplace opportunities. Employers, join now! Call 1-888-672-7996 or visit the Ontario Business Education Partnership website at www.obep.on.ca and the Passport to Prosperity website at www.edu.gov.on.ca/passport.



Destination Profession

Over 150,000 francophones live in central and southwestern Ontario – more than a quarter of the francophone population of the province. The highest concentrations are in the Greater Toronto Area, Hamilton/Niagara, London, and Windsor.

Francophone ethnocultural minorities living in central and southwestern Ontario settle mainly in these cities: Toronto and Hamilton are the preferred Ontario destinations of the newcomers.

The majority of immigrants who come to live in these areas are of working age and highly educated (college or university level). Many of them are not hired in their field of specialization. It is estimated that the non-recognition of credentials and underemployment of such immigrants cause the Canadian economy to lose revenue.

Collège Boréal is the only French-language training option for members of francophone ethnocultural communities who do not speak English. The college recognizes that francophone immigrant clients face many barriers to integration and employability. Professional francophone immigrants trained abroad have difficulties with English and finding information regarding the assessment of credentials. They are not familiar with the labour market and interviewing techniques, and are held back by cultural barriers, as well as by barriers posed by professional associations and regulatory bodies.

This situation revealed the need to offer to these clients an interdisciplinary program that provides support, tools, training, and coaching.

In 2007, Collège Boréal received grants from Citizenship and Immigration Canada and the Ontario Ministry of Citizenship and Immigration to create two interdisciplinary training centres for francophone professional immigrants trained abroad, one in Toronto and the other in Hamilton.

The centres offer a 30-week Destination Profession program.

This program has several components, including training in English as a working language. This linguistic training is focused on communication and basic skills, education about the work environment and the requirements of employers in Canada, pronunciation, the terminology of the participants' fields of specialization, orientation and coaching for professional accreditation, preparation for employment, and support in looking for an internship.

Towards the end of the training, participants take advantage of the expertise of a professional mentor who is working or has worked in their specialization. The last four weeks consist of an internship in a workplace environment.

Collège Boréal's Destination Profession program, in which 50 participants in Toronto and Hamilton enrolled when it began in the summer of 2007, has been very successful. If you wish to enrol in the Destination Profession program or obtain more information about it, contact:

TORONTO
22 College Street, Suite 300
416-962-1908

HAMILTON
627 Main Street East, Suite 207
905-544-9824

Fawid Taileb, project coordinator, Collège Boréal

When I arrived in Toronto as a permanent resident, my main concern was to improve my English and find a job. I went to the

Francophone Centre of Toronto to begin the integration process in professional life in Canada, an essential step for a francophone new immigrant. That is how I learned about Collège Boréal and had the opportunity to enrol in its new program, Destination Profession.

I asked myself a lot of questions about the efficacy of this program, particularly since it requires an almost full-time involvement for several months. As the courses progressed, however, I was increasingly certain that I had made the right choice.

Delivered in English, the program addressed all aspects of communication in the workplace in Canada. Devoted instructors presented the most recent methods developed for acquiring the skills needed to listen, speak, write, and read in a language and a professional environment relatively new to a francophone immigrant. The training included all the essential aspects for professional success – administrative, technological, cultural, social – and many other aspects that new immigrants encounter during their job search and in the workplace.

This program gave me the confidence I needed for employment interviews, with the result that my presentations were highly relevant. I found a job in my field of specialization a month before the end of the program. I would like to thank Collège Boréal and all the individuals behind this excellent initiative.

Wided Bayar-Mestiri, event planner, Ministry of Citizenship and Immigration

WSIB VIDEO CONTEST

Play a part in health and safety education for young workers

Often because of what they didn't know, young workers 15 to 24 years of age accounted for approximately 18 per cent of Ontario's allowed lost-time and no-lost-time claims between 2001 and 2005. During this period, there were also 52 traumatic fatalities for young workers under 25 years of age. In 2006, 10 young Ontario workers, age 15 to 24, lost their lives due to work-related injuries and illnesses.

Make sure you know! Learn about workplace health and safety issues in an interactive and creative way by participating in the annual Workplace Safety & Insurance Board (WSIB) Student Video Contest. Create a video to tell your friends about the importance of workplace health and safety. You might even win cash for yourself and your school. Each spring, winners are announced publicly, honoured at a ceremony, and featured on the WSIB and Young Worker Awareness websites. Many past winners have also been featured in their local newspapers and recognized in their communities.

All Ontario high school students can participate. Entries are judged by representatives from the WSIB, the Ministry of Education, and the Ministry of Labour, using predetermined judging criteria. Cash prizes are awarded to first-, second-, and third-place winners, and their respective schools receive matching cash amounts. Awards of merit for special achievements are also given.

The 2007 contest was a great success and had entries from high school students across the province. Here are the winners:

1ST PLACE (\$1,000 EACH FOR WINNING VIDEO TEAM AND SCHOOL):

Kyle Scheib, from H.B. Beal Secondary School in London, for his video *The Art of Staying Alive*

2ND PLACE (\$750 EACH FOR WINNING VIDEO TEAM AND SCHOOL):

Eric Ferguson, from Ernestown Secondary School in Odessa, for his video *Irreplaceable*

3RD PLACE (\$500 EACH FOR WINNING VIDEO TEAM AND SCHOOL):

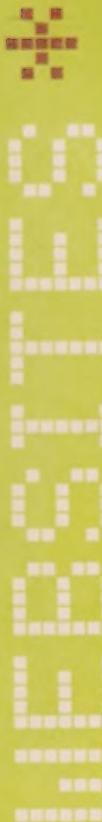
Gemma Fairfull, *Erin Lowry*, and *Simone Smith*, from John F. Ross Collegiate and Vocational School in Guelph, for their video *Work Safe*

This enthusiasm demonstrates a growing awareness among Ontario's youth of the importance of workplace health and safety. But there's still more to do! Teachers of technological education and arts can use the contest as a class project to meet curriculum objectives for health and safety. The contest also provides an opportunity for students to prepare a video to use in their post-secondary school application portfolios.

Visit www.youngworker.ca for contest information, rules, and an entry form, and <http://prevent-it.ca> for more information. And remember: there really are no accidents.



section 4 > how you can get there



ONLY A CLICK AWAY

* These website addresses were in effect when Ontario Prospects went to print.

EMPLOYMENT ONTARIO HOTLINE 1-800-387-5656
www.ontario.ca/employmentontario

CAREER EXPLORATION

- Ontario School Counsellor's Association
www.osca.ca
- Ontario WorkInonet
www.onwin.ca
- Alliance of Sector Councils
www.councils.org
- CanadianCareers.Com
www.canadiancareers.com
- Essential Skills – Human Resources and Skills Development Canada
<http://srv108.services.gc.ca>
- Inventory of Programs and Services
<http://ips.iwin.ca>
- Job Futures
www.jobfutures.ca
- Labour Market Information – Government of Ontario
www.ontario.ca/labourmarket
- Making Career Sense of Labour Market Information
www.makingcareersense.org
- Mazemaster
www.mazemaster.on.ca
- Ontario Job Futures
www.ontariojobfutures.ca/home_page.html
- Salary Expert.com
www.salaryexpert.com
- Statistics Canada
www.statcan.ca
- Training, Career and Worker Information – Service Canada
www.jobsetc.ca
- VECTOR (Video Exploration of Careers, Transitions, Opportunities and Realities)
www.vector.cfee.org
- WORKink – Canadian Council on Rehabilitation and Work
www.workink.com
- Youth in Motion
www.youth-in-motion.ca

APPRENTICESHIP CAREERS

- Apprentices – Employment Ontario
www.edu.gov.on.ca/eng/tcu/apprentices
- Apprenticesearch.com – Halton Industry Education Council
www.apprenticesearch.com
- Canadian Apprenticeship Forum
www.caf-fca.org
- Ontario Youth Apprenticeship Program
www.oyap.com

SKILLED TRADES – GOVERNMENT OF CANADA

- www.apprenticetrades.ca
- www.careersintrades.ca
- Tradeability.ca
www.tradeability.ca
- Who Cares About Skills? – Employment Ontario
www.edu.gov.on.ca/skills.html

COURSES

- Campus Program
<http://campusprogram.com/canada>
- Canadian Virtual University
www.cvu-uvc.ca
- CanLearn
www.canlearn.ca
- DistanceStudies.com
www.distancestudies.com
- Education@Canada
www.educationcanada.cmec.ca
- Independent Learning Centre
www.ilc.org
- Ministry of Education and Ministry of Training, Colleges and Universities
www.edu.gov.on.ca
- Ontario College Application Services
www.ontariocolleges.ca
- OntarioLearn.com
www.ontariolearn.com
- Ontario Universities' Application Centre
www.ouac.on.ca
- SchoolFinder.com
www.schoolfinder.com
- StudyinCanada.com
www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

- National Student Loans Service Centre
www.canlearn.ca/cgi-bin/gateway/canlearn/id/nslsc.asp
- Ontario Student Assistance Program
<http://osap.gov.on.ca>
- ScholarshipsCanada.com
www.scholarshipscanada.com
- StudentAwards.com
www.studentawards.com

JOBs

- Canadajobs.com
www.canadajobs.com
- Canadian Forces Recruiting
www.recruiting.forces.gc.ca

CAREER EDGE – INTERNSHIPS FOR RECENT GRADUATES

- www.careeredge.ca
- CoolJobsCanada
www.cooljobscanada.com

EMPLOYMENT ONTARIO – MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

- www.ontario.ca/employmentontario

EXCHANGES CANADA

- www.exchanges.gc.ca

JOB BANK – SERVICE CANADA

- www.jobbank.gc.ca

JOB BUS CANADA

- www.jobbus.com

JOB CONNECT

- www.edu.gov.on.ca/eng/training/cepp/aboutjc.html

JOBS.GC.CA – PUBLIC SERVICE COMMISSION OF CANADA

- <http://www.jobs-emplois.gc.ca>

JOBSHARK

- www.jobshark.ca

MONSTER.CA

- <http://www.jobsearch.monster.ca>

ONTARIO INTERNSHIP PROGRAM

- www.internship.gov.on.ca

ONTARIO PUBLIC SERVICE CAREERS

- www.gojobs.gov.on.ca

ONTARIO'S MINIMUM WAGE – GOVERNMENT OF ONTARIO

- www.labour.gov.on.ca/info/minimumwage/index.html

PERSONS WITH DISABILITIES ONLINE – SERVICE CANADA

- www.pwd-online.ca

WORKING.COM

- <http://www.working.ca.com>

WORKOPOLIS.COM

- www.workopolis.com

YOUTH.GC.CA – SERVICE CANADA

- www.youth.gc.ca

YOUTH OPPORTUNITIES ONTARIO (INCLUDES SUMMER JOBS)

- www.youthjobs.gov.on.ca

STARTING A BUSINESS

- Canada Business – Services for Entrepreneurs
www.canadabusiness.ca

CANADIAN INNOVATION CENTRE

- www.innovationcentre.ca

CANADIAN YOUTH BUSINESS FOUNDATION

- www.cybf.ca

ENTERWEB

- www.enterweb.org

INDUSTRY CANADA

- <http://www.ic.gc.ca>

RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS

- Access Employment Services
www.accestrain.com

- CanadaInternational.gc.ca
www.canadainternational.gc.ca

- Canadian Information Centre for International Credentials
www.cicic.ca

- Career Bridge – Internships for Internationally Qualified Professionals
www.careerbridge.ca

- COSTI Immigrant Services
www.costi.org

- HealthForceOntario
www.healthforceontario.ca

- Integration-Net – Citizenship and Immigration Canada
<http://www.integration-net.ca>

- Ontario Council of Agencies Serving Immigrants
www.ocasi.org

- Ontario Immigration
www.ontarioimmigration.ca

- Ontario Network for Internationally Trained Professionals
www.onip.ca

- Settlement.org – Welcome to Ontario
www.settlement.org

- Skills for Change
www.skillsforchange.org

- Toronto Region Immigrant Employment Council
www.riecc.ca

- Work Destinations
www.workdestinations.org

- World Education Services Canada
www.wes.org/ca

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following:

- High school/college/university career centres (guidance offices, school libraries, computer labs)
- Public libraries
- Human Resources Centres of Canada for Students
- Employment Resource Centres
- Not-for-profit community agencies
- Job Connect offices
- Business self-help offices and municipal small business resource centres (see your Blue Pages)
- Family members or friends